

Part B State Annual Performance Report (APR) for FFY 2007**Overview of the Annual Performance Report Development:**

The February 1, 2009, Annual Performance Report under Part B of IDEA serves as Montana's accountability report on its performance relative to state performance targets identified in its State Performance Plan (SPP) submitted to the Office of Special Education Programs (OSEP) in the U.S. Department of Education on December 2, 2005. The Annual Performance Report contains actual target data from the FFY 2007 reporting period (July 1, 2007-June 30, 2008) and other responsive APR information for indicators 1-3, 4A, 5, and 8-20.

A copy of the State Performance Plan is available on the Office of Public Instruction's (OPI) Web site at www.opi.mt.gov/speced/. The State Performance Plan was revised in January 2009 to include progress data and improvement activities for performance indicator seven and other revisions, as indicated, under selected performance indicators in the Annual Performance Report. Revisions to the State Performance Plan appear in bold print.

In the development of the Annual Performance Report and new State Performance Plan indicators, the OPI staff collected data from the multiple data collections currently implemented by the OPI, worked collaboratively with the Director of the Part C program to collect data for children who are referred by Part C to Part B for determination of eligibility for services under IDEA Part B, and conducted an analysis of the data through review of performance at both the state and LEA levels. Following this review, and to ensure broad stakeholder involvement, the data, its analysis, and improvement activities were shared and discussed with the state Special Education Advisory Panel on January 15-16, 2009. The Panel carefully reviewed and discussed the performance data for each of the indicators, old and new, including any progress or slippage. Proposed revisions and the rationale for the proposed revisions to the State Performance Plan were discussed with the Panel. The Advisory Panel passed a motion that they approved the proposed revisions to the State Performance Plan and of the improvement activities. Panel recommendations were incorporated in the State Performance Plan and Annual Performance Report.

Data Collection and Reporting

The Office of Public Instruction has revised portions of its electronic data collection and reporting system to ensure the collection of valid and reliable district-level data. Technical assistance guides, video streaming, and 'on time' technical assistance are made available to LEAs to ensure school personnel have the necessary information to submit valid and reliable data. Data verification procedures, at the state level, are also implemented to ensure the collection and reporting of valid and reliable data. In addition, the OPI is working with a vendor to design a student-based reporting system that will be the single reporting system for all student-level data.

Statistical Methods Used

To ensure statistically sound data when assessing the state's progress in meeting its established performance target, a minimum number (N) and/or confidence intervals are applied to reduce the effect of small sample sizes on the determination of performance. Montana is considered a frontier state with an exceptionally low-density population and a large number of rural schools. Fifty-six percent of our schools have fewer than 100 students enrolled. Eighty-four percent of Montana's districts are eligible under the Small, Rural School Achievement Program (SRSA). Results based on small sample sizes have a wider margin of error than those based on large sample sizes. In other words, the larger the sample size, the greater the likelihood that the data are representative of the population and not due to random factors unrelated to student characteristics or educational programs, known as measurement or sampling error. The use of the minimum N and confidence intervals is intended to improve the validity and reliability of target determinations by reducing the risk of falsely identifying the state as having failed to meet its target, based on measurement/sampling error.

Dissemination Of The State Performance Plan And Annual Performance Report To The Public

The February 1, 2009, Annual Performance Report and revised State Performance Plan will be made available to the public via the OPI Web site at www.opi.mt.gov/speced by no later than March 1, 2009. An electronic announcement of the report with links to the State Performance Plan and Annual Performance Report will be sent to authorized representatives of the LEAs, directors of special education, to the parent training and information center, PLUK, to Disability Rights Montana (DRM) and to state and regional CSPD Council members. Hard copies of both documents are given to members of the state Special Education Advisory Panel.

Annual Report to the Public Regarding the Measurable and Rigorous Targets

In accordance with 20 U.S.C. 1416(b)(C)(ii), the OPI will report annually to the public on the performance of each local educational agency (LEA) on the targets in the State Performance Plan. The report on performance of LEAs will be made available to the public on the OPI Web site at <http://data.opi.mt.gov/SppDistrictPublicReporting> no later than June 1, 2009. The OPI will not report any information on performance to the public that would result in the disclosure of personally identifiable information about individual children or data that is insufficient to yield statistically reliable information.

The LEA performance results will also be incorporated as a part of the IDEA Consolidated E-Grants system. If an LEA has failed to meet a performance target, the LEA is required to identify an improvement activity(ies) it will conduct that will result in improved performance.

Questions regarding this report should be directed to the OPI, Division of Special Education, at 406-444-5661.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

For Montana, the *leaver graduation rate for students with disabilities* is calculated by dividing the number of graduates, ages 14-21+, in 2007-2008 by the sum of the total school leavers (diploma + certificate + dropouts + reached maximum age) over a four-year period. See additional information on the measurement below.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Given a minimum N of 10, the graduation rate for students with disabilities will increase to 70% with a 95% confidence interval.

Measurement

The measurement of youth with IEPs graduating from high school with a regular diploma and the measurement of all youth in the state graduating with a regular diploma is as follows:

General Education Graduation Rates

Montana has adopted the National Center for Education Statistics (NCES) cohort method as a practical way to calculate a completion rate for general education students. The estimated cohort method utilizes both dropout and graduate data and can be calculated for all public schools using data from four consecutive years. This method is the method used by Montana for assessing graduation rates in the AYP determinations for the No Child Left Behind Act (NCLB).

Assuming the 2007-2008 graduates were 9th graders in 2004-2005, the *cohort graduation rate* is calculated by dividing the number of graduates, ages 14-21+, in 2007-2008 by the sum of the total school leavers (graduates + dropouts) over a four-year period. The formula for the *cohort graduation rate* for the cohort that graduated in 2007-2008 is:

$$\frac{\text{Graduates (2007-2008)}}{\text{Graduates + 12}^{\text{th}} \text{ Grade Dropouts + 11}^{\text{th}} \text{ Grade Dropouts + 10}^{\text{th}} \text{ Grade Dropouts + 9}^{\text{th}} \text{ Grade Dropouts (2007-2008) (2007-2008) (2006-2007) (2005-2006) (2004-2005)}}$$

Special Education Graduation Rates

The data source for calculating the special education leaver graduation rate is Part B 618 data as reported in *Table 4 - Report of Children with Disabilities Exiting Special Education* for school years 2002-2003 through 2006-2007.

The *leaver graduation rate*¹ is an estimation of the status graduation rate that utilizes a cohort method to measure the proportion of students who, at some point in time, completed high school. This is similar to the graduation rate being proposed by NCES using the Common Core Data and what is being used to calculate the completion rates for general education.

Assuming the 2007-2008 graduates were 9th graders in 2004-2005, the *leaver graduation rate* is calculated by dividing the number of graduates, ages 14-21+, in 2007-2008 by the sum of the total school leavers (diploma + certificate + dropouts + reached maximum age) over a four-year period. The formula for the *leaver graduation rate* for the cohort that graduated in 2007-2008 is:

$$\frac{\text{Graduates (2007-2008)}}{\text{Graduates + Other Completers + 12th Gr. Dropouts + 11th Gr. Dropouts + 10th Gr. Dropouts + 9th Gr. Dropouts (2007-2008) (2004-2008) (2007-2008) (2006-2007) (2005-2006) (2004-2005)}}$$

Actual Target Data for FFY 2007 (2007-2008 School Year):

Target data for FFY 2007 for special education graduation rates are provided in Table 1.1 below. In accord with the instructions for the Part B State Performance Plan and Annual Performance Report, Section 1 – General Instructions, subsection (2), the percent of all youth graduating is not reported here.

Table 1.1 Montana Graduation Rates for School Year 2007-2008

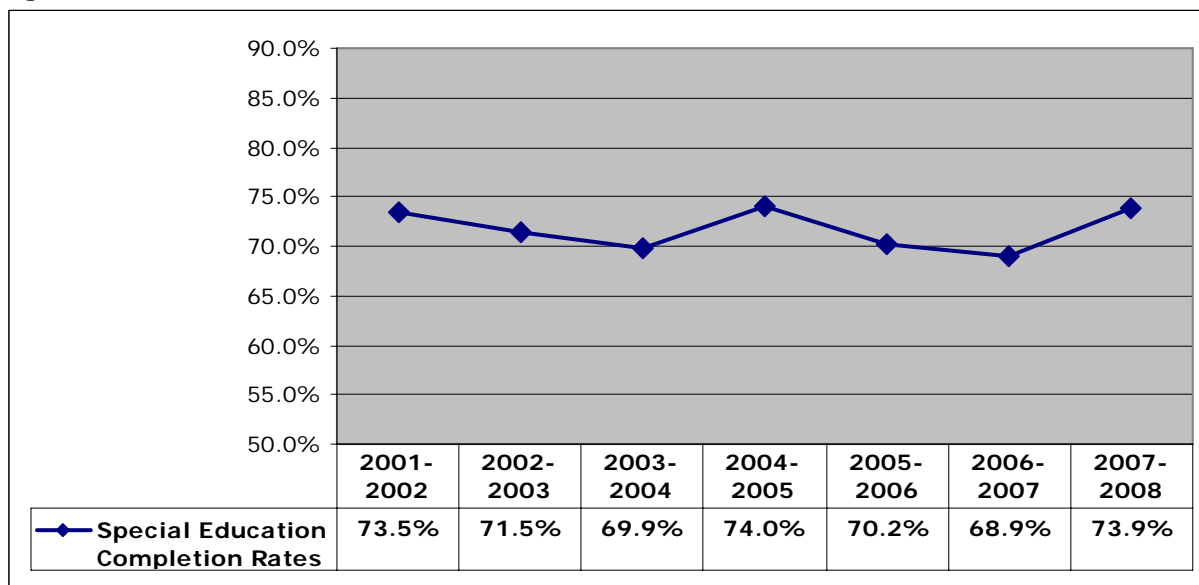
	Graduate Count for Special Education¹	Total Special Education School Leaver Cohort²	Completion Rates for Special Education
School Year	A	B	% = A / B
2007-2008	899	1216	73.9%
¹ Special Education Graduate Counts are reported on June 30th annually as part of the end-of-year special education data collection. ² Special Education School Leaver Cohort Total = The number of students with disabilities graduating in the 2007-2008 school year and the number of cohorts by age (students with disabilities) exiting school over four years. Exiting categories for school leavers include: Received a Certificate, Dropped Out, Reached Maximum Age.			

For FFY 2007 (2007-2008 school year), the data indicate 1,216 students with disabilities left school over a four-year period. Of this cohort of students, 899 graduated with a regular high school diploma. The result is a **73.9 percent** completion rate for students with disabilities.

¹ Westat. 1999. *Calculating Graduation and Dropout Rates: A Technical Assistance Guide*. December 1999. Contract #HS97020001.

Figure 1.1 below presents graduation rate trend data. The trend data are for the 2001-2002 school year through the 2007-2008 school year.

Figure 1. 1 Montana Graduation Rate Trend Data



Analysis of Target Data for FFY 2007 (2007-2008 School Year):

In calculating completion rates, Montana uses a cohort method to measure the proportion of students who, at some point in time, left high school through graduation, receiving a certificate, dropping out, or reaching maximum age. For FFY 2007, target data indicate out of the cohorts of the Class of 2008 leaving high school at some point over the course of four years, **73.9 percent** of students with disabilities graduated with a regular high school diploma.

Analysis of the trend data indicates an **increase** in completion rates after several years of decline. In addition, analysis shows an **average annual increase of one percent** in the graduation rates for students with disabilities over the last six years.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data in Table 1.2 below is used to assess Montana's progress in meeting its performance target for FFY 2007. Based on a sample size of a minimum N of 10 and within a 95 percent confidence interval, the FFY 2007 performance target for this indicator is 70 percent. A confidence interval, based on the obtained graduate rate for students with disabilities, is applied to reduce the effect of variability of small sample sizes on the determination of performance.

Table 1. 2 Montana Performance Target Status for FFY 2007

School Year	Completion Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	73.9%	76.3%	71.4%	70.0%	Met Target

For FFY 2007, the completion rate for students with disabilities is **73.9 percent** and the established performance target is **70 percent** (see Table 1.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper

and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained completion rate for students with disabilities and the established performance target. Therefore, Montana has **met its performance target** of 70 percent, within a 95 percent confidence interval.

LEA Review

Montana conducted a review of 160 LEAs that serve high school students to determine whether the LEA graduation rate met the state's established performance target for FFY 2007. Table 1.3 below presents the results of this review.

Table 1.3 Montana LEA Performance Review Results for FFY 2007

School Year	Number of LEAs With Exiting Data (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	$\% = (b/a) * 100$	#	$\% = (c/b) * 100$	#	$\% = (d/b) * 100$
2006-2007	117	28	23.9%	21	75.0%	7	25.0%
2007-2008	123	26	21.1%	26	100.0%	0	0.0%

As Table 1.3 above indicates, 123 of the 160 LEAs serving students with disabilities, ages 14-21, reported students with disabilities leaving school over a four-year period. Of the 123 reporting LEAs, **21.1 percent** have a school leaver count that met the minimum N of 10 necessary to yield statistically reliable information.

Also, the data in Table 1.3 indicate that 26 out of 26 LEAs with a minimum N of 10 met the state's performance target. When compared to FFY 2006, this is an increase in the number of LEAs with a minimum N of 10 meeting the state's performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its performance target for the 2007-2008 reporting period. Additionally, a review of the LEA data showed that 100 percent of the LEAs with the minimum N of 10 also met the performance target for 2007-2008. These results indicate progress for Montana on special education completion rates and show a reversal of the downward trend seen over the last several years. These results indicated that the improvement activities that Montana had implemented had begun to be effective in improving the graduation rates for students with disabilities. The OPI continued its support of these improvement activities in its effort to increase further the numbers of students with disabilities graduating from high school with a regular diploma.

The OPI continued to provide direct technical assistance to LEAs to improve special education completion rates. The Division of Special Education continues to collaborate with the Division of Educational Opportunity and Equity and the Division of Indian Education to assist the LEAs in refining the improvement strategies they employ.

Additionally, Montana's five CSPD regions provided training to LEA staff on effective instructional strategies to increase the likelihood of students graduating from high school. Topics included, but were not limited to, the following: positive behavioral interventions and supports, schoolwide approaches to Response to Intervention, reading instructional strategies, employing assistive technology, and differentiated instruction.

Improvement activities completed:**1. Implement a student information system and special education records and information management system (SERIMS).**

The Office of Public Instruction (OPI) completed the second year of implementation of the statewide student information system, Achievement in Montana (AIM). This system is the general education record system that collects census, demographic and assessment data for all students enrolled in the public schools. Additional information regarding AIM can be found on the OPI Web site at: <http://www.opi.mt.gov/AIM/Index.html>. The OPI Division of Special Education staff continued their work with the vendor to develop the Special Education Module of the AIM system. The OPI staff spent many hours testing the system and working with the vendor to ensure that the Special Education module will provide LEA staff with a product that reduces the amount of time staff must spend completing paperwork, leads to procedural compliance, and collects valid and reliable data for federal reporting and compliance monitoring purposes. It is anticipated that the special education records and information management system will begin to be implemented during the 2008-2009 school year, with full implementation achieved during the 2009-2010 school year.

2. Continue to Support the Montana Behavioral Initiative Project.

The OPI continued its support of the Montana Behavioral Initiative Project (Montana's PBIS initiative) through sponsorship of the MBI Summer Institute, providing facilitators to enable participating LEAs to implement MBI strategies at the local level, and helping to bring together middle and high school youth from across the state in regional gatherings to teach them how to be active stakeholders in the educational process.

During the fall of 2007, MBI Youth Days activities were held in five locations throughout Montana. Four hundred ninety students participated in the Youth Days activities. These students represented 21 schools from across Montana. Youth Day activities focus on character education and service learning. The event was structured so that teams of students and school staff created action plans for their school site regarding the implementation of the MBI process and service learning, as well as addressing leadership skills, asset building, and bully prevention at their school. Sessions and activities were student directed with school staff participation. Students also participated in a service-learning project at the host school during the event.

The MBI Summer Institute was again held during June 2008. This institute was attended by over 660 Montana educators, parents, and other community members. Professional development provided included strands related to early childhood education, Positive Behavior Interventions and Supports (PBIS), creating and maintaining a positive school climate, implementing a Response to Intervention (RtI) approach, and effective instructional techniques.

3. Provide professional development opportunities to enhance LEAs knowledge and implementation of effective strategies to improve graduation rates.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The five (5) regional CSPD councils presented professional development based on the needs of the LEAs in their region. In addition, each CSPD region provided professional development activities based on the needs identified by the OPI through the analysis of data used for the APR and for LEA levels of determination. During the 2007-2008 school year the OPI began working with the CSPD regional directors to more closely align the professional development activities provided with the APR indicators. This will allow the OPI to improve the data collection related to professional development to more closely examine the effectiveness of the professional development activities.

4. Continue to provide professional development, technical assistance and support to LEAs in the development of transition services as a part of students' IEPs.

The OPI increased the availability of professional development to LEAs regarding transition services during the 2007-2008 school year. The OPI Special Education division staff provided on-site technical assistance to districts to aid in the review of district policies and practices regarding the development of appropriate transition services for students. In addition to the on-site activities, the OPI staff provided professional development regarding the transition requirements through a series of one-half day presentations utilizing the Montana Telecommunications Network (METNET) to LEA staff from districts across the state, as well as a full-day training regarding the special education process for all new special education teachers in Montana.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Revised Timeline: the timeline for the activity "*Implement a student information system and special education records and information management system (SERIMS)*" is revised to read "beginning in the 2008-2009 school year." Due to delays in the development of the special education tool in the AIM system, roll-out of the product for use by the LEAs has been slower than anticipated. At this time it is expected that a functioning version of the tool will be available for implementation in the spring of 2009, with full implementation achieved during the 2009-2010 school year.
2. Revision to Improvement Activity: Improvement Activity #1 is revised to read "Conduct data analysis comparing data collected through current collections and the statewide data system (SERIMS) to ensure validity and reliability of SERIMS data." The OPI will begin implementation of the SERIMS during FFY 2008 and it will be necessary to conduct comparison studies to make certain that the data collected through the statewide data system is valid and reliable.
3. Revision to Improvement Activity: Improvement Activity #2 is revised to become two activities. New Improvement Activity #2 reads "Through the Montana Behavioral Initiative (MBI) provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support." New Improvement Activity #3 reads "Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning." This change more accurately describes the alignment between the MBI training activities and the expected improvements related to this indicator.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.

Dropout Rates are calculated by dividing the number of special education dropouts, ages 14-21, by the number of students with disabilities, ages 14-21, reported on the December 1 child count.

$$\frac{\text{Number of special education dropouts, ages 14-21}}{\text{Number of students with disabilities reported on Child Count, ages 14-21}}$$

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Given a minimum N of 10, decrease the dropout rate of students with disabilities to 5.6 % within a 95% confidence interval.

Measurement

The measurement of youth with IEPs dropping out of high school with a regular diploma and the measurement of all youth in the state dropping out of high school are as follows:

General Education Dropout Rates

Montana school districts report an aggregated count of dropouts on October 1 each year. This count is part of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. The count includes students with disabilities. The count cannot be disaggregated. Therefore, the general education dropout rate is considered a dropout rate for all youth within the district that have dropped out of school. It is an event rate, a snapshot of the student body at the start of each school year to count dropouts for the previous school year. A student present in the school system on October 1 is not a dropout even if he or she was absent from school much of the previous school year.

Dropout Rates are calculated by dividing the number of dropouts as defined above, grades 7-12, by the number of students, grades 7-12, reported on the October enrollment data collection.

$$\text{Number of dropouts, grades 7-12} / \text{Number of students enrolled, grades 7-12}$$

Special Education Dropout Rates

The data sources for calculating special education dropout rates is Part B 618 data as reported in *Table 1 - Report Of Children With Disabilities Receiving Special Education Under Part B Of The*

Individuals With Disabilities Education Act, As Amended and in Table 4 - Report Of Children With Disabilities Exiting Special Education.

Montana's collection of special education dropout data is a **separate** data collection from the NCES CCD data collection for school population dropouts. The special education dropout collection is part of a larger collection of exiting data as required by the U.S. Department of Education, Office of Special Education Programs. The reporting period for special education dropout data is July 1 through June 30 of the reporting year. This is a status count in which the student's status at the end of the reporting year is used to determine whether that student is a dropout.

Dropout Rates are calculated by dividing the number of special education dropouts as defined above, ages 14-21, by the number of students with disabilities, ages 14-21, reported on the December 1 child count.

Number of dropouts, ages 14-21 / Number of students with disabilities, ages 14-21

Actual Target Data for FFY 2007 (2007-2008 School Year):

Target data for FFY 2007 for special education dropout rates are provided in Table 2.1 below. In accord with the instructions for the Part B State Performance Plan and Annual Performance Report, Section 1—General Instructions, subsection (2), the percent of all youth dropping out of high school is not reported here.

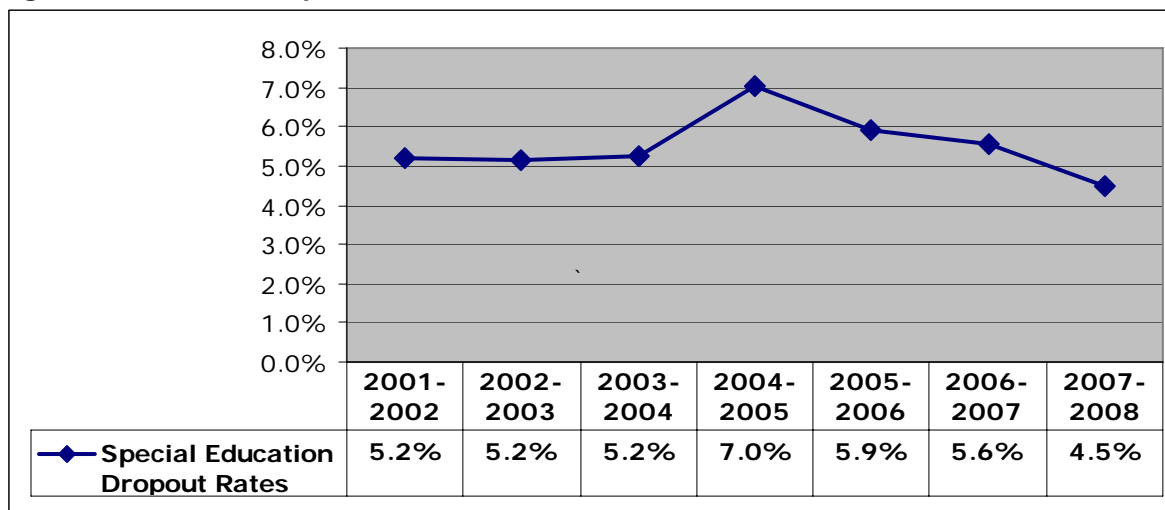
Table 2.1 Montana Dropout Rates for School Year 2007-2008

School Year	Special Education Dropout Count	Special Education Student Count, Ages 14-21 ¹	Special Education Dropout Rate
	A	B	% = A / B
2007-2008	280	6266	4.5%
¹ Special Education Dropout Count, ages 14-21, are reported annually on June 30th as part of Montana's Part B 618 Special Education Exiting data collection.			

For the 2007-2008 school year, 6,266 students with disabilities, ages 14-21, were reported on the December 1st child count as receiving special education and related services. Of these students, 280 were reported as dropping out of school at the end of the school year. The result is a dropout rate of **4.5 percent** for FFY 2007.

Dropout trend data for students with disabilities dropping out of high school are presented in Figure 2.1 below.

Figure 2.1 Montana Dropout Rate Trend Data

**Analysis of Target Data for FFY 2007 (2007-2008 School Year)**

Montana's dropout rate for students with disabilities is defined as the proportion of students with disabilities, ages 14-21, reported as dropping out of school at the end of the school year, in relation to all students with disabilities, ages 14-21, reported on the December 1 child count for that school year. The target data for FFY 2007 indicate that the dropout rate for students with disabilities, ages 14-21, for the 2007-2008 school year is **4.5 percent** (see Table 2.1 above).

Trend data analysis indicate that there is a **decrease** of approximately 1.1 percent in the special education dropout rates for the 2007-2008 school year when compared to the special education dropout rate in the 2006-2007 school year. Further analysis of the trend data indicates that there was an **average annual decrease** of 0.2 percent in the special education dropout rate from the baseline data reported for the 2004-2005 school year.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 2.2 below is used to assess Montana's progress in meeting its FFY 2007 performance target for the dropout rates of students with disabilities. The state set a target, based on a sample size of a minimum N of 10, of decreasing the dropout rates of students with disabilities to 5.6 percent for FFY 2007, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 10 and a confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of performance.

Table 2.2 Montana Performance Target Status for FFY 2007

School Year	Special Education Dropout Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	4.5%	5.0%	4.0%	5.6%	Met Target

Target data for FFY 2007 indicate the dropout rate for students with disabilities is **4.5 percent** and the established performance target for FFY 2007 is 5.6 percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls

above the lower limit of the confidence interval. From these results, we can conclude that the obtained dropout rate is lower than the established performance target for this indicator. Therefore, given a sample size of a minimum N of 10, Montana has **met** its performance target within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of 421 LEAs in Montana to determine whether the LEA dropout rates met the state's established performance target for FFY 2007. The results of this review are presented in Table 2.3 below.

Table 2.3 Results of Review of Montana LEA Performance for FFY 2007

School Year	Number of LEAs With Students With Disabilities, Ages 14-21 (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 NOT Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
2006-2007	303	116	38.3%	107	92.2%	9	7.8%
2007-2008	301	116	38.5%	115	99.1%	1	0.9%

In FFY 2007, there were **301** LEAs reporting students with disabilities, ages 14-21 in the 2007-2008 school year, compared to 303 LEAs the previous year. The number of LEAs meeting the minimum N size of 10 remains the same as the previous year at 116 LEAs. Of these 116 LEAs, **99.1 percent** met the state's performance target while **0.9 percent** did not meet the state's performance target.

The following table (Table 2.4) presents the data on the LEA that did not meet the state's performance target on special education dropout rates for FFY 2007.

Table 2.4 Montana LEAs Not Meeting the State Performance Target for FFY 2007

LEA	Dropout Count for Special Education	Count of Students with Disabilities, Ages 14-21	Dropout Rate for Special Education	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007	LEA Performance Status
District 1	9	73	12.3%	22.2%	6.2%	5.6%	Did Not Meet Target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its performance target for the 2007-2008 reporting period. Montana's longitudinal data for this indicator show a continued downward trend in special education dropout rates. Evaluation of LEA-level data indicated that 99.1percent of the LEAs with a minimum N of ten (10) met the performance target as well. Only one (1) LEA did not meet the performance target. This represents progress from the 2006-2007 reporting period in which nine (9) LEAs did not meet the performance target. Despite this progress, there is concern when the review of LEA data shows any LEA as not having met the state performance target for this indicator. Any LEA that was determined to have not met the performance target was required to identify and implement activities to improve student outcomes.

Improvement Activities Completed:**1. Fully implement a student information system and special education records and information management system (SERIMS) to ensure collection of valid and reliable data.**

The Office of Public Instruction (OPI) completed the second year of implementation of the statewide student information system, Achievement in Montana (AIM). This system is the general education record system that collects census, demographic and assessment data for all students enrolled in the public schools. Additional information regarding AIM can be found on the OPI Web site at: <http://www.opi.mt.gov/AIM/Index.html>.

The OPI Division of Special Education staff continued their work with the vendor to develop the Special Education Module of the AIM system. The OPI staff spent many hours testing the system and working with the vendor to correct issues with the system to ensure that the Special Education module will provide LEA staff with a tool that reduces the amount of time staff must spend completing paperwork, leads to procedural compliance, and collects valid and reliable data for federal reporting and compliance monitoring purposes. It is anticipated that the special education records and information management system will begin to be implemented during the 2008-2009 school year. Full implementation of the SERIMS is anticipated during the 2009-2010 school year.

2. Continue to support the Montana Behavioral Initiative Project.

The OPI continued its support of the Montana Behavioral Initiative Project (Montana's PBIS initiative) through sponsorship of the MBI Summer Institute, providing facilitators to enable participating LEAs to implement MBI strategies at the local level, and helping to bring together middle and high school youth from across the state in regional gatherings to teach them how to be active stakeholders in the educational process. Increasing student involvement at the local and state levels improves student outcomes.

During the fall of 2007, MBI Youth Days activities were held in five locations throughout Montana. Four hundred ninety students participated in the Youth Days activities. These students represented 21 schools from across Montana. Youth Day activities focus on character education and service learning. The event was structured so that teams of students and school staff created action plans for their school site regarding the implementation of the MBI process and service learning, as well as addressing leadership skills, asset building, and bully prevention at their school. Sessions and activities were student directed with school staff participation. Students also participated in a service-learning project at the host school during the event.

The MBI Summer Institute was again held during June 2008. This institute was attended by over 660 Montana educators, parents, and other community members. Professional development provided included strands related to early childhood education, Positive Behavior Interventions and Supports (PBIS), creating and maintaining a positive school climate, implementing a Response to Intervention (RtI) approach, and effective instructional techniques.

3. Provide professional development opportunities to enhance LEAs' knowledge and implementation of effective strategies to decrease student dropout.

The OPI continued to support its strong Comprehensive System of Personnel Development (CSPD) system to provide targeted professional development activities to LEA staff. The five (5) regional CSPD councils presented professional development based on the needs of the LEAs in their region. In addition, each CSPD region provided professional development activities based on the needs identified by the OPI through the analysis of data used for the APR and for LEA levels of determination. During the 2007-2008 school year the OPI began working with the CSPD regional directors to more closely align the professional development activities provided with the APR indicators. This will allow the OPI to improve the data collection related to professional development to more closely examine the effectiveness of the professional development activities.

4. Work with parent information/training center, PLUK, to have parents become more involved in their child's education.

The OPI provided funding to Parents, Let's Unite for Kids (PLUK) to support the continued provision of training to parents and others regarding the requirements of IDEA and effective strategies for parents to participate in their child's education. The OPI staff also participated directly in providing training through teleconferencing to parents from across Montana.

5. Continue to support Indian Education for All activities.

The OPI Special Education Division staff continued to collaborate with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian culture and factors that lead to a higher dropout rate for American Indian students are felt to be a critical component in keeping students in schools. Data on American Indian students with disabilities who have dropped out of school is analyzed and shared with the Division of Indian Education. Special education staff analyzed data on American Indian students with disabilities to aid the Indian Education staff in designing activities to decrease the dropout rates of American Indian students.

6. OPI will provide technical assistance to LEAs on child find practices to ensure that students who are having instructional or behavioral difficulty are fully included in effective child find activities.

The OPI Special Education Division staff provided technical assistance to LEAs through teleconferences, on-site visits to LEAs, and presentations at educational conferences throughout the year. At the beginning of the academic year the OPI staff provided a full-day training to all interested LEA staff members regarding the requirements of IDEA, including appropriate child find activities. In addition, on-site training was provided to LEAs that were involved in the compliance monitoring process prior to the monitoring visit. Technical assistance was also provided to any LEA that was identified as having issues of noncompliance through the compliance monitoring process or through any other data source.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year)

[If applicable]

1. Revised Timeline: The timeline for the activity identified as *"Fully implement a student information system and special education records and information management system (SERIMS) to ensure collection of valid and reliable data"* has been revised to "2009-2010." Due to delays in the development of the special education tool in the AIM system, roll-out of the product for use by the LEAs has been slower than anticipated. At this time it is expected that a functioning version of the tool will be available for implementation in the spring of 2009, with full implementation achieved during the 2009-2010 school year.
2. Revision to Improvement Activity: Improvement Activity #2 is revised to become two activities. New Improvement Activity #2 reads "Through the Montana Behavioral Initiative (MBI) provide training to LEA staff regarding improving school climate, instructional techniques, and implementing schoolwide approaches to positive behavioral intervention and support." New Improvement Activity #3 reads "Through the Montana Behavioral Initiative (MBI) Youth Days, provide training to youth in character education and service learning." This change more accurately describes the alignment between the MBI training activities and the expected improvements related to this indicator.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.
(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Percent = $\left[\frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$.

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right] \times 100$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = $\left[\frac{b}{a} \right] \times 100$);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = $\left[\frac{c}{a} \right] \times 100$);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = $\left[\frac{d}{a} \right] \times 100$); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = $\left[\frac{e}{a} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{b + c + d + e}{a} \right] \times 100$.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>A. Within a 95% confidence interval, 40.4% of districts will meet the state's AYP objectives for progress for the disability subgroup.</p> <p>B. Within a 95% confidence interval, 95% of SWD will participate in the state-level assessment.</p> <p>C. Within a 95% confidence interval, 32% of all students with disabilities tested will be proficient or above.</p>

Indicator 3A – AYP**Actual Target Data for FFY 2007 (2007-2008 School Year):**

Table 3.1 below presents trend data on the percent of LEAs that have a disability subgroup that meets the minimum N of 30 and meet Montana's AYP objectives for progress for the disability subgroup overall for FFY 2007 (2007-2008 school year).

Table 3.1 LEAs Meeting Montana's AYP Objectives for Disability Subgroup Overall

School Year	OVERALL (across Content Areas)		
	Number of LEAs with a disability subgroup meeting Montana's minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs
2007-2008	70	31	44.3%
2006-2007	56	28	50.0%
2005-2006	57	23	40.4%

Table 3.2 below presents trend data on the percent of LEAs that have a disability subgroup that meets the State's minimum N of 30 and meet Montana's AYP objectives for progress for the disability subgroup in Math.

Table 3.2 LEAs Meeting Montana's AYP Objectives for Disability Subgroup by Content Area

School Year	Math		
	Number of LEAs with a disability subgroup meeting Montana's minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs
2007-2008	70	33	47.1%
2006-2007	56	31	55.4%
2005-2006	57	28	49.1%

Table 3.3 below presents trend data on the percent of LEAs that have a disability subgroup that meets the State's minimum N of 30 and meet Montana's AYP objectives for progress for the disability subgroup in Reading.

Table 3.3 LEAs Meeting Montana's AYP Objectives for Disability Subgroup by Content Area

School Year	Reading		
	Number of LEAs with a disability subgroup meeting Montana's minimum N size	Number of LEAs meeting Montana's AYP objectives for progress for students with IEPs	Percent of LEAs meeting Montana's AYP objectives for progress for students with IEPs
2007-2008	70	39	55.7%
2006-2007	56	35	62.5%
2005-2006	57	42	73.7%

Analysis of Target Data for FFY 2007 (2007-2008 School Year)

Target data for the 2007-2008 school year (FFY 2007) indicate that 70 LEAs met Montana's minimum N size of 30 for the disability subgroup. The state's minimum N size for the disability subgroup was reduced from 40 to 30 for the 2007-2008 school year in order to comply with the U.S. Department of Education requirements. Of the 70 LEAs with a disability subgroup meeting Montana's minimum N size, 44.3 percent (or 14 LEAs) met Montana's AYP objectives for progress for students with disabilities overall (across content areas).

In looking at content areas, 47.1 percent (33 out of 70 LEAs) met Montana's AYP objectives for progress for students with disabilities for Math and 55.7 percent (39 out of 70 LEAs) met Montana's AYP objectives for progress for students with disabilities for Reading (see Tables 3.2 and 3.3 above).

An analysis of trend data indicates a increase in the number of LEAs meeting Montana's AYP objectives for the Disability subgroup by content area and overall performance for the 2007-2008 school year. However, the trend data indicate a **decrease** of 5.7 percent in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities overall in the 2007-2008 school year relative to the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in the 2006-2007 school year. In addition, there is a 8.2 percent **decrease** in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in Math in 2007-2008, reflecting a 14.8 percent change relative to the percent of districts meeting the AYP objectives for progress in the 2006-2007 school year. Also, there was a 6.8 percent **decrease** in the percent of districts meeting Montana's AYP objectives for progress for students with disabilities in Reading for the 2007-2008 school year, resulting in a 10.9 percent change relative to the percent of districts meeting Montana's AYP objectives for progress for students with disabilities for Reading in the 2006-2007 school year.

Assessing State Progress in Meeting the FFY 2007 Performance Target for Indicator 3A

The data presented in Table 3.4 below is used to assess Montana's status in meeting its FFY 2007 performance target for the percent of LEAs meeting AYP objectives for progress for students with disabilities. The state set a target, based on a sample size of a minimum N of 30, **40.4** percent of LEAs will meet AYP objectives for progress for students with disabilities, within a 95 percent confidence interval. When assessing Montana's progress in meeting its established performance target, a minimum N of 30 and a confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of performance.

Table 3.4. Montana Performance Target Status for FFY 2007 – Indicator 3A AYP Objectives

School Year	Percent of Districts Meeting AYP Objectives	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2007-2008	44.3%	55.9%	33.2%	40.4%	Met Target

For FFY 2007, the percent of LEAs, who met the revised Minimum N size of 30 for the disability subgroup, meeting AYP objectives for progress for students with disabilities, is **44.3** percent and the established performance target is **40.4** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls between the upper and lower limits of the confidence interval. We can conclude that there is no statistically significant difference between the state performance target and the obtained percent of LEAs meeting AYP objectives. Therefore, Montana has **met** its performance target within a 95 percent confidence interval.

Indicator 3B – Participation Rates

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 3.5 below presents participation rates of students with disabilities on statewide assessments by content area and the overall rates for each grade assessed for FFY 2007 (2007-2008 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for Grades 3 through 8 and Grade 10. The source for the data is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.5 Participation Rates of Students with Disabilities in State Assessments for FFY 2007

Indicator 3B Measurement	2006-2007 Participation of Students with IEPs in Statewide Assessments									
	Subject Grade	READING							TOTAL	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1346	1376	1356	1319	1351	1435	1351	9534	
(b)	Regular assessment (CRT) with no accommodations	511	441	353	353	347	408	552	2965	31.1%
(c)	Regular assessment (CRT) with accommodations	681	829	828	842	844	891	562	5477	57.4%
(d)	Alternate assessment against grade level achievement standards	State does not have an alternate assessment that tests children against grade level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment (CRT-Alt) against alternate achievement standards	95	91	108	78	100	78	124	674	7.1%
(b+c+d+e+f) / a	Overall Participation in Reading	1287	1361	1289	1273	1291	1377	1238	9116	95.6%
Children included in (a) but not included in the other counts above.										
	Invalid Test Results	45	1	51	34	27	47	79	284	3.0%
	Children Not Tested - Other Reasons	14	14	16	12	33	11	34	134	1.4%

Indicator 3B Measurement	Subject Grade	MATH							TOTAL	
		3	4	5	6	7	8	10	#	%
(a)	Children with IEPs in Grades Assessed	1346	1376	1356	1319	1351	1435	1351	9534	
(b)	Regular assessment (CRT) with no accommodations	527	424	350	329	346	402	560	2938	30.8%
(c)	Regular assessment (CRT) with accommodations	684	848	855	858	835	877	569	5526	58.0%
(d)	Alternate assessment against grade level achievement standards	State does not have an alternate assessment that tests children against grade level standards or against modified achievement standards.								
(e)	Alternate assessment against modified achievement standards									
(f)	Alternate assessment (CRT-Alt) against alternate achievement standards	95	91	108	78	100	78	124	674	7.1%
(b+c+d+e+f) / a	Overall Participation in Math	1306	1363	1313	1265	1281	1357	1253	9138	95.8%
Children included in (a) but not included in the other counts above.										
	Invalid Test Results	25	0	27	41	36	65	68	262	2.7%
	Children Not Tested - Other Reasons	15	13	16	13	34	13	30	134	1.4%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

The target data indicates that **57.4** percent of students with disabilities participated in the regular assessment for Reading with no accommodations and **31.1** percent of the students participated in the regular assessment for Reading with accommodations. In addition, **7.1** percent of students with disabilities participated in an Alternate assessment for Reading. The overall participation rate for Reading is **95.6** percent of students with disabilities, in grades 3-8 and grade 10, participated in the statewide reading assessment.

Further, the target data indicate that **58** percent of students with disabilities participated in the regular assessment for Math with no accommodations, and **30.8** percent participated with accommodations. In addition, **7.1** percent participated in an Alternate assessment for Math. The overall participation rate for Math is **95.8** percent of students with disabilities, in grades 3-8 and grade 10, participated in the statewide math assessment.

Table 3.6 below presents trend data on the overall participation of children with disabilities in statewide assessments. The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for grades 3 through 8 and Grade 10. The source for the data reported here is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.6 Overall Participation Rate for Students with Disabilities in State Assessments

Indicator 3B Measurement	Participation in Statewide Assessments	Overall (across Grades Assessed and Content Areas)					
		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%
(a)	Children With IEPs In Grades Assessed (for Math and Reading)	19506		19076		19068	
(b)	Students taking Regular assessment (CRT) with no accommodations	6477	33.2%	5540	29.0%	5903	31.0%
(c)	Students taking Regular assessment (CRT) with accommodations	11576	59.3%	11856	62.2%	11003	57.7%
(d)	Students taking Alternate assessment against grade level achievement standards	Montana does not have an Alternate assessment against grade level achievement standards.					
(e)	Students taking Alternate assessment against modified achievement standards	Montana does not have an Alternate assessment against modified achievement standards.					
(f)	Students taking Alternate assessment (CRT-Alt) against alternate achievement standards	1251	6.4%	1189	6.2%	1348	7.1%
(b+c+d+e+f) / a * 100	Overall rate of participation in statewide assessment for students with IEPs¹	19304	99.0%	18585	97.4%	18254	95.7%
Source: Montana Statewide Assessment data and AIM Spring Enrollment data.							
¹ Overall Participation Rates is equal to the number of students taking either a regular or alternate assessment in Math and in Reading divided by the total number of students with disabilities in the grades assessed for Math and Reading.							

Target data for the overall participation of students with disabilities indicate that **95.7** percent participated in the state assessments for FFY 2007 (2007-2008 school year). An analysis of the trend data indicate that there has been an average **decrease** of **1.6** percent in the participation rate of students with disabilities over the last two years. This decrease in participation rates is consistent with the decrease in the enrollment of students with disabilities Montana has experienced over the last two years.

Assessing State Progress in Meeting the FFY 2007 Performance Target for Indicator 3B

The data presented in Table 3.7 below is used to assess Montana's status in meeting its FFY 2007 performance target for the percent of students with disabilities participating in state assessments. The state set a target of 95 percent of students with disabilities will participate in state assessments, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

Table 3.7 Montana Performance Target Status for FFY 2007 - Indicator 3B Participation Rates

School Year	Number of Students with Disabilities All Grades Assessed	Number of Students with Disabilities - Participation Count	Participation Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19068	18254	95.7%	96.0%	95.4%	95.0%	Met Target

For FFY 2007, the percent of students with disabilities participating in state assessments is **95.7** percent and the established performance target is **95** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained participation rate of students with disabilities and the established performance target. Therefore, Montana has **met** its performance target, within a 95 percent confidence interval.

Indicator 3C – Proficiency Rates**Actual Target Data for FFY 2007 (2007-2008 School Year):**

Table 3.8 below presents proficiency rates for students with disabilities on state assessments by content area and the overall rates for each grade assessed for FFY 2007 (2007-2008 school year). The data reported are based on Montana's Criterion-Referenced Test (CRT) and the CRT-Alternate (CRT-Alt) for the content areas of reading and math for Grades 3 through 8 and Grade 10. The source for the data is the Part B 618 data reported in *Table 6 – Report of the Participation and Performance of Students with Disabilities on State Assessments* (see Appendix).

Table 3.8 Overall Proficiency Rate for Students with Disabilities in State Assessments

Indicator 3C - Proficiency Rates	Proficiency Against Statewide Assessments	Overall (across Grades Assessed and Content Areas)					
		2005-2006		2006-2007		2007-2008	
		#	%	#	%	#	%
(a)	Children With IEPs In Grades Assessed (for Math and Reading)	19506		19076		19068	
(b)	Students tested Proficient or above in regular assessment (CRT) with no accommodations	2761	14.2%	2666	14.0%	2722	14.3%
(c)	Students tested Proficient or above in regular assessment (CRT) with accommodations	2615	13.4%	2862	15.0%	2933	15.4%
(d)	Students tested Proficient or above in alternate assessment against grade level standards	Montana does not have an Alternate assessment against grade level achievement standards.					
(e)	Students tested Proficient or above in alternate assessment against modified achievement standards	Montana does not have an Alternate assessment against modified achievement standards.					
(f)	Students tested Proficient or above in alternate assessment (CRT-Alt) against alternate achievement standards	868	4.4%	827	4.3%	983	5.2%
$(b+c+d+e+f) / a * 100$	Overall rate of proficiency or above for students with IEPs¹	6244	32.0%	6355	33.3%	6638	34.8%
Source: Montana Statewide Assessment data and AIM Spring Enrollment data.							
¹ Overall Performance Rates is equal to the number of student tests scored proficient or above in Math and in Reading divided by the total number of students with disabilities in the grades assessed for Math and for Reading.							

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Target data for the overall proficiency of students with disabilities on state assessments indicate that **34.8** percent of students tested at the proficient or above level on state assessments for FFY 2007 (2007-2008 school year). An analysis of the trend data indicate that there has been an average **increase** of **1.4** percent in the proficiency rate of students with disabilities over the last two years.

Assessing State Progress in Meeting the FFY 2007 Performance Target for Indicator 3C

The data presented in Table 3.9 below is used to assess Montana's status in meeting its FFY 2007 performance target for the percent of students with disabilities scoring proficient or above in state assessments. The state set a target of 95 percent of students with disabilities will score proficient or above in state assessments, within a 95 percent confidence interval. A confidence interval is applied to reduce the effect of variability, due to small sample sizes, on the determination of state performance on this indicator.

Table 3.9 Montana Performance Target Status for FFY 2007 - Indicator 3C Proficiency Rates

School Year	Number of Students with Disabilities - All Grades Assessed	Number of Students with Disabilities - Proficient or Above	Proficiency Rate for Students with Disabilities	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
2006-2007	19068	6638	34.8%	35.5%	34.1%	32.0%	Met Target

For FFY 2007, the percent of students with disabilities scoring proficient or above on state assessments is **34.8** percent and the established performance target is **32** percent. In comparing the performance target to the range of values in the confidence interval, the performance target falls below the lower limits of the confidence interval. We can conclude that the obtained proficiency rate of students with disabilities is significantly higher than the established performance target. Therefore, Montana has **met** its performance target, within a 95 percent confidence interval.

LEA REVIEW

Montana also conducted a review of 423 LEAs to determine whether the LEA participation and proficiency rates of students with disabilities in state assessments met the state's established performance targets for Indicators 3B and 3C for FFY 2007. The result of this LEA review is presented in Table 3.10 below.

Table 3.10 Review of Montana LEA Performance for FFY 2007

Assessment Performance Indicators	Number of LEAs With Students with Disabilities (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 NOT Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
Indicator 3B-Participation in State Assessments	366	235	64.2%	210	89.4%	25	10.6%
Indicator 3C-Proficiency in State Assessments		125	33.0%	116	92.8%	9	7.2%

Table 3.10 above indicates there were 366 LEAs that have students with disabilities enrolled in the grades assessed for FFY 2007 (2007-2008 school year). Of those LEAs, **64.2** percent (or 235 LEAs) had participation counts that met the minimum N of 10 necessary to yield statistically reliable information for Indicator 3B and **33** percent (or 125 LEAs) had proficiency counts meeting the minimum N of 10 necessary to yield statistically reliable information for Indicator 3C.

Indicator 3B – Participation Rates

For Indicator 3B, the data indicate that **89.4** percent of LEAs with a minimum N of 10 met the state performance target, while **10.6** percent of the LEAs did not meet the state's performance target. Table 3.11 below presents the data on the 25 LEAs that did not meet the state's performance target on students with disabilities participating in state assessments.

Table 3.11 Montana LEAs Not Meeting the FFY 2007 Performance Target for Participation

LEA	Special Education Participation Counts	Students with Disabilities Enrollment	Special Education Participation Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007
District 1	360	406	88.7%	91.4%	85.2%	95.0%
District 2	26	32	81.3%	91.1%	64.7%	95.0%
District 3	56	72	77.8%	85.8%	66.9%	95.0%
District 4	100	112	89.3%	93.8%	82.2%	95.0%
District 5	68	78	87.2%	92.9%	78.0%	95.0%
District 6	12	18	66.7%	83.7%	43.7%	95.0%
District 7	85	108	78.7%	85.4%	70.1%	95.0%
District 8	11	14	78.6%	92.4%	52.4%	95.0%
District 9	10	22	45.5%	65.3%	26.9%	95.0%
District 10	103	124	83.1%	88.6%	75.5%	95.0%
District 11	12	16	75.0%	89.8%	50.5%	95.0%
District 12	46	60	76.7%	85.6%	64.6%	95.0%
District 13	743	830	89.5%	91.4%	87.2%	95.0%
District 14	118	146	80.8%	86.4%	73.7%	95.0%
District 15	11	14	78.6%	92.4%	52.4%	95.0%
District 16	26	34	76.5%	87.6%	60.0%	95.0%
District 17	10	14	71.4%	88.3%	45.4%	95.0%
District 18	49	60	81.7%	89.4%	70.1%	95.0%
District 19	113	132	85.6%	90.6%	78.6%	95.0%
District 20	10	26	38.5%	57.5%	22.4%	95.0%
District 21	53	60	88.3%	94.2%	77.8%	95.0%
District 22	68	82	82.9%	89.5%	73.4%	95.0%
District 23	17	22	77.3%	89.9%	56.6%	95.0%
District 24	44	56	78.6%	87.3%	66.2%	95.0%
District 25	56	98	57.1%	66.5%	47.3%	95.0%

For FFY 2207, data for the LEAs not meeting the performance target indicate that the participation rate ranges from **38.5** percent for District 20 to **89.5** percent for District 13. Of the 25 LEAs listed, this is the first time 24 of the LEAs did not meet the performance target. It is the second year for one LEA (District 25).

Indicator 3C – Proficiency Rates

For Indicator 3C, the data indicate that **92.8** percent of LEAs with a minimum N of 10 met the state performance target, while **7.2** percent of the LEAs did not meet the state's performance target. Table 3.12 below presents the data on the 9 LEAs that did not meet the state's performance target on students with disabilities scoring proficient or above on state assessments.

Table 3.12 Montana LEAs Not Meeting the FFY 2007 Performance Target for Proficiency

LEA	Students with Disabilities Proficient or Above	Students with Disabilities Enrollment	Special Education Proficiency Rate	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2007
District 1	14	202	6.9%	11.3%	4.2%	32.0%
District 2	23	114	20.2%	28.5%	13.8%	32.0%
District 3	74	282	26.2%	31.7%	21.5%	32.0%
District 4	16	140	11.4%	17.8%	7.2%	32.0%
District 5	24	130	18.5%	26.0%	12.7%	32.0%
District 6	12	88	13.6%	22.3%	8.0%	32.0%
District 7	10	60	16.7%	28.0%	9.3%	32.0%
District 8	23	128	18.0%	25.5%	12.3%	32.0%
District 9	11	98	11.2%	19.0%	6.4%	32.0%

For FFY 2007, data for the LEAs not meeting the performance target indicate that the proficiency rate ranges from **6.9** percent for District 1 to **26.2** percent for District 3. Of the nine LEAs listed, this will be the second year of not meeting the performance target for four of the LEAs.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its performance targets for Indicators 3A (AYP), 3B (participation rates) and 3C (proficiency rates) for FFY 2007.

In analyzing the data for Indicator 3A a number of factors contributed to the decrease in the percentage of schools reported as meeting the overall AYP targets. One factor that contributed to the perceived slippage on this indicator was the change from a minimum N size of 40 to 30 for the subgroups. This change resulted in a 25 percent increase in the number of LEAs included in the calculations. A second factor influencing these results was the change in the proficiency targets used to calculate an LEA's AYP status. In Math, the proficiency rate targets increased by 17 percent and in Reading the target increased by 9 percent for FFY 2007. Thus, LEAs that met the performance target for FFY 2006 and made improvement for FFY 2007 still may have not made the AYP target because of the significant increase in the targets for Math and Reading.

On indicator 3B an analysis of LEA-level data indicated that 25 LEAs did not meet the participation rate target for FFY 2007. For 24 of these districts this was the first year that they did not meet the participation rate target. The OPI staff continued to work with all Montana LEAs to identify and address the issues that get in the way of 100 percent participation of students with disabilities in the statewide assessment.

An analysis of the indicator 3C data indicated that 9 LEAs did not meet the proficiency rate target for FFY 2007. Of these, five LEAs did not meet the target for the first year. The OPI continued to provide technical assistance to districts to improve student learning and increase academic performance.

Montana uses a web-based process for LEAs to submit their Annual Applications. This system is known as E-Grants. As a part of the application process, LEAs are provided data regarding each of the indicators and required to indicate the activities that will be undertaken to address any indicator for which the LEA did not meet the state target.

Improvement activities completed:**1. Provide professional development opportunities to LEAs on research-based strategies to improve student achievement.**

The OPI continued to support the CSPD system of professional development. The five CSPD regions provided professional development on research-based instructional strategies in reading, math, writing, positive behavioral supports, and differentiated instructional models.

2. Continue to implement MBI to promote a positive environment which supports student learning

The OPI continued its support of the Montana Behavioral Initiative Project (Montana's PBIS initiative) through sponsorship of the MBI Summer Institute, providing facilitators to enable participating LEAs to implement MBI strategies at the local level, and helping to bring together middle and high school youth from across the state in regional gatherings to teach them how to be active stakeholders in the educational process. Increasing student involvement at the local and state levels improves student outcomes.

During the fall of 2007, MBI Youth Days activities were held in five locations throughout Montana. Four hundred ninety students participated in the Youth Days activities. These students represented 21 schools from across Montana. Youth Day activities focus on character education and service learning. The event was structured so that teams of students and school staff created action plans for their school site regarding the implementation of the MBI process and service learning, as well as addressing leadership skills, asset building, and bully prevention at their school. Sessions and activities were student directed with school staff participation. Students also participated in a service-learning project at the host school during the event.

The MBI Summer Institute was again held during June 2008. This institute was attended by over 660 Montana educators, parents, and other community members. Professional development provided included strands related to early childhood education, Positive Behavior Interventions and Supports (PBIS), creating and maintaining a positive school climate, implementing a Response to Intervention (RtI) approach, and effective instructional techniques.

3. Pending OSEP funding, implement a pilot study on the feasibility of establishing an alternate assessment to be known as the "CRT-Modified."

With funding provided by a GSEG grant, Montana worked with Measured Progress, the vendor for the Criterion-Referenced Test (CRT) to conduct pilot studies to determine the nature of the population for which the CRT-Modified assessment would be used. Montana continued to collect data regarding the learning characteristics of these students to facilitate item development.

4. If the pilot study demonstrates the feasibility of establishing an alternate assessment based on modified achievement standards and pending the availability of additional financial support from the U.S. Department of Education, implement across grades 3, 4, 5, 6, 7, 8, and grade 10 the CRT-Modified.

The concept of adding a modified test to the statewide assessment system is seen as a desirable outcome by key personnel within the OPI. However, much additional work needs to occur in order to determine whether this can actually occur on a statewide basis in all subject areas that are currently tested. Toward that end, the OPI participated in two recent grant-awarded projects:

Enhanced Assessment Grant (EAG), *Adapting Reading Test Items to Increase Validity of Alternate Assessments Based on Modified Academic Achievement Standards (ARTIIV)* and the General

Supervision Assessment Grant (GSEG), *Identifying Students in Need of Modified Achievement Standards and Developing Valid Assessments*.

Through these projects work began on developing modified academic achievement standards based on Montana's grade-level academic content standards, assessments based on modified academic achievement standards, and clear and appropriate guidelines for IEP teams to use in determining which students should be assessed based on modified academic achievement standards.

5. Continue to collaborate with the OPI Indian Education Division and other agencies on projects and activities which focus on improving American Indian student achievement.

The OPI Special Education Division staff continued to collaborate with the Division of Indian Education staff on the development and delivery of professional development related to the unique needs of Montana's American Indian students. An understanding of American Indian culture and factors that lead to a higher dropout rate for American Indian students are felt to be a critical component in keeping students in schools and improving the achievement of American Indian students.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year)

[If applicable]

1. Revision to Improvement Activity: Improvement activity # 3, "*Pending OSEP funding, implement a pilot study on the feasibility of establishing an alternate assessment to be known as the 'CRT-modified' "* and improvement activity #4, "*If the pilot study demonstrates the feasibility of establishing an alternate assessment based on modified achievement standards and pending the availability of additional financial support from the U.S. Department of Education, implement across grades 3, 4, 5, 6, 7, 8, and grade 10 the CRT-Modified*" have been revised to a single improvement activity identified as "Continue pilot studies to establish an alternate assessment to be known as the "CRT-Modified."" As indicated above, there is broad support in Montana for the development of the CRT-Modified. The studies related to the CRT-Modified have moved beyond establishing the feasibility of the test and have begun to focus on developing profiles of students for whom the test would be appropriate and developing modified academic achievement standards. The revised activity more accurately describes the continuing work on the development of the CRT-Modified.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion:

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416(a)(3)(A); 1412(a)(22))

Measurement:

- A. Percent = $[(\# \text{ of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}) \div (\# \text{ of districts in the State})] \times 100$.
- B. Percent = $[(\# \text{ of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity}) \div (\# \text{ of districts in the State})] \times 100$.

State Definition of Significant Discrepancy:

An LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	A. Given a minimum N of 10, maintain the percent of the LEAs identified as having significant discrepancy in long-term suspension and expulsion rates for students with disabilities at 0% within a 99% confidence interval.

Actual Target Data for FFY 2007 (2007-2008 School Year):**Indicator 4A**

Montana conducted a review of LEA long-term suspension and expulsion rates for students with disabilities to determine if a significant discrepancy is occurring within an LEA. To do this, the rates of long-term suspensions and expulsions of students with disabilities are compared to the rates of long-term suspension and expulsion rates of nondisabled students within each LEA. Using a test of the difference between proportions as the methodology for identifying significant discrepancy, an LEA is determined to have a significant discrepancy if, given a minimum N of 10, an LEA demonstrates a statistical difference in long-term suspension and expulsion rates for students with disabilities when

compared to the long-term suspension and expulsion rates for students without disabilities, within a 99 percent confidence interval.

Table 4.1 below presents the target data for FFY 2007 (2007-2008 school year).

Table 4.1 Montana LEAs Identified with Significant Discrepancy for FFY 2007

School Year	Total Number of LEAs (a)	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy % = (b/a) * 100
2007-2008	421	0	0%

Statewide long-term suspension and expulsion rates for both students with disabilities and nondisabled students are presented in Table 4.2 below. The source for the data reported here is the Part B 618 data reported in Section A, Column 3B of *Table 5 Report of Children with Disabilities Unilaterally Removed or Suspended/Expelled for More Than 10 Days*.

Table 4.2 Montana Long-Term Suspension and Expulsion Rates for FFY 2007

School Year	Number of Special Education Students with Long-term Suspension or Expulsion ¹	Special Education Child Count ²	Special Education Long-term Suspension or Expulsion Rates	Number of Regular Education Students with Long-term Suspension or Expulsion ³	General Education Enrollment ⁴	Regular Education Long-term Suspension and Expulsion Rates
2007-2008	97	16089	0.6%	339	126674	0.3%

¹Count of students with disabilities who qualify for services under IDEA, with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

²Special education counts are students with disabilities who qualify for services under IDEA, ages 6-21, reported on the December 1st child count.

³Count of nondisabled students with multiple short-term suspensions or expulsions (10 days or less) that sum to greater than 10 days during the school year or suspended or expelled once for greater than 10 days during the school year.

⁴Students enrolled as of October 1st of the count year in grades K-12. This count includes students with disabilities who qualify under IDEA and can not be disaggregated.

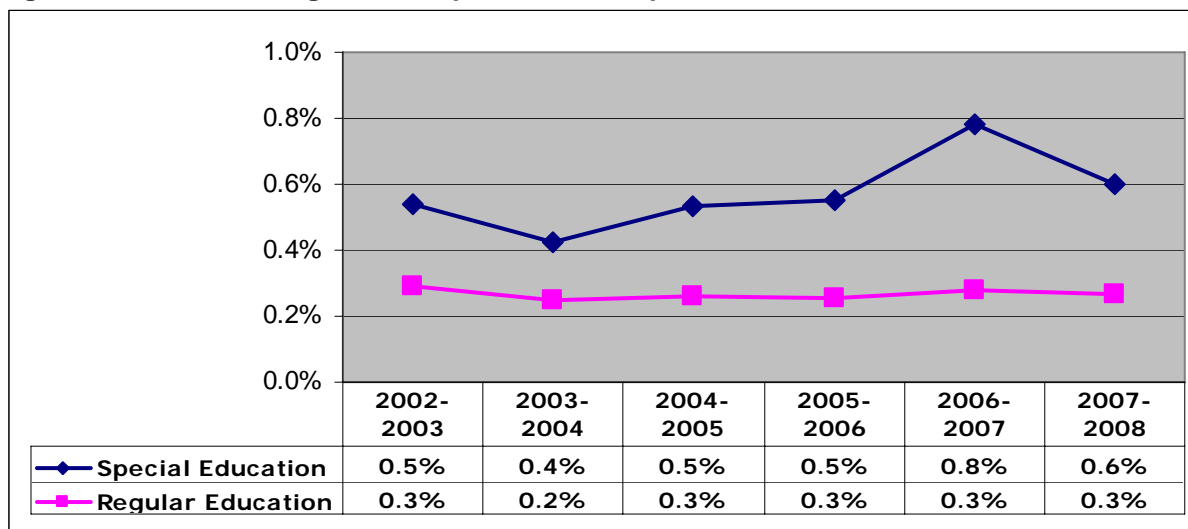
Analysis of Target Data for FFY 2007 (2007-2008 School Year):

For FFY 2007, there were 421 LEAs in the state. A test of difference between proportions indicated no statistical difference between the rates of long-term suspensions and expulsions of students with disabilities and the rates for nondisabled students in each of the LEAs. Therefore, no LEAs were identified as having a significant discrepancy in the rate of long-term suspension and expulsions for students with disabilities.

State long-term suspension and expulsion data for the 2007-2008 school year indicate that the rate of long-term suspension and expulsions for students with disabilities is **0.6** percent, while the rate for non-disabled students is **0.3** percent (see Table 4.2 above).

Trend data for long-term suspension and expulsion rates are presented in Figure 4.1 below. The trend data is used to compare the long-term suspension and expulsion rates for students with disabilities to the rates of nondisabled students over time.

Figure 4.1 Montana Long-Term Suspension and Expulsion Rates Trend Data

**Analysis of Trend Data for FFY 2007 (2007-2008 School Year):**

The trend data for FFY 2007 indicate that there is a .3 percent gap between the long-term suspension and expulsion rates of students with disabilities compared to the rates of non-disabled students. This signifies a **reduction** in the gap from the previous year. Analysis of trend data also indicates that the long-term suspension and expulsion rates for students with disabilities are consistently higher than the rates for non-disabled students (see Figure 4.1 above). Further, there is an indication that while the long-term suspension and expulsion rates for non-disabled students has remained relatively stable over the last five years, the long-term suspension and expulsion rates for students with disabilities is increasing. However, caution must be used in interpreting the trend lines. In a state such as Montana, with a relatively small population of students with disabilities, there is a high probability of significant variations in the data from year to year, resulting in a more pronounced ups and downs in the trend line for special education.

Assessing State Progress in Meeting the FFY 2007 Performance Target for Indicator 4A

The data in Table 4.3 below is used to assess the state's progress in meeting its performance target for FFY 2007. The OPI set a target, based on a minimum N of 10, of maintaining **0 percent** of LEAs identified as having a significant discrepancy in long-term suspension and expulsion rates for students with disabilities, within a **99 percent** confidence interval.

Table 4.3 Montana Performance Target Status for FFY 2007

School Year	Total Number of LEAs (a)	Number of LEAs identified with significant discrepancy (b)	Percent of LEAs identified with significant discrepancy % = (b/a) * 100	SPP Performance Target	State Performance Status
2007-2008	421	0	0%	0.0%	Met Target

For FFY 2007, **0** percent of the LEAs were identified as having a significant discrepancy in the long-term rates of suspensions and expulsions of students with disabilities when compared to the long-

term rates of suspension and expulsions of nondisabled students. Given a sample size of a minimum N of 10, the state has **met** its performance target of 0 percent, within a 99 percent confidence interval.

Indicator 4B

In accord with instructions from the Office of Special Education Programs, states do not have to address or report performance related to Indicator 4B in this Annual Performance Report.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):**Indicator 4A**

Montana met its performance target for this indicator. The data for this indicator showed that the long-term suspension/expulsion rate for students with disabilities continued to be higher than the rate for regular education students. Both rates continued to remain below 1percent of the student population that was subject to long-term suspension or expulsion. The OPI continued to provide technical assistance to the LEAs in Montana regarding effective strategies to reduce the incidence of long-term suspension or expulsion for all students. The Montana Behavioral Initiative (MBI) project provided training to LEA staff, parents, and other community members on positive behavioral approaches to improving student behavior and alternatives to suspension or expulsion. Additionally, OPI staff provided training regarding effective behavior management techniques, crisis intervention techniques, and strategies for working with students with low-incidence disabilities.

Improvement activities completed:**1. Continue to make “on-time” TA available to school personnel through the EAP and OPI Staff.**

The OPI Special Education Division, in conjunction with the OPI Legal Division, continued to provide the Early Assistance Program (EAP) services. The EAP program officer provided guidance to both parents and LEA staff regarding the IDEA discipline regulations. The OPI Special Education staff was available on a daily basis to consult with parents and LEA staff regarding alternatives to suspension and expulsion for managing student behaviors.

2. Continue to monitor compliance with IDEA regulations regarding suspensions and expulsions through compliance monitoring procedures.

As a part of the OPI compliance monitoring process LEAs that will be subject to an on-site record review are required to provide the compliance monitor with a list of all students who have been subject to suspension or expulsion for seven or more days during the previous year. A sample of these students' records are selected for review during the on-site visit. This process allows the OPI staff to provide targeted technical assistance to the LEA regarding discipline procedures and provides verification that the IDEA requirements are being followed. For FFY 2007, no incidents of non-compliance with the IDEA discipline regulations were found.

3. Continue to make MBI training available to school personnel.

The OPI continued its support of the Montana Behavioral Initiative Project through sponsorship of the MBI Summer Institute, providing facilitators to enable participating LEAs to implement MBI strategies at the local level, and helping to bring together middle and high school youth from across the state in regional gatherings to teach them how to be active stakeholders in the educational process. Increasing student involvement at the local and state levels improves student outcomes.

During the fall of 2007, MBI Youth Days activities were held in five locations throughout Montana. Four hundred ninety students participated in the Youth Days activities. These students represented

21 schools from across Montana. Youth Day activities focus on character education and service learning. The event was structured so that teams of students and school staff created action plans for their school site regarding the implementation of the MBI process and service learning, as well as addressing leadership skills, asset building, and bully prevention at their school. Sessions and activities were student directed with school staff participation. Students also participated in a service-learning project at the host school during the event.

The MBI Summer Institute was again held during June 2008. This institute was attended by over 660 Montana educators, parents, and other community members. Professional development provided included strands related to early childhood education, Positive Behavior Interventions and Supports (PBIS), creating and maintaining a positive school climate, implementing a Response to Intervention (RtI) approach, and effective instructional techniques.

4. Continue to provide TA and training to LEAs to assist them with strategies that will lead to fewer suspensions/expulsions.

Montana's five CSPD regions continued to provide training to LEA staff on effective strategies for improving student behavior and reducing the incidence of suspension and expulsion. Training was provided on topics including positive approaches to behavioral change, effective instructional techniques, managing resistant behaviors, and non-violent crisis intervention.

5. Provide guidance to LEAs on discipline procedures and make this available on the OPI Web site.

The OPI continued to provide a technical assistance guide on disciplinary removals under the IDEA on its Web site at <http://www.opi.state.mt.us/PDF/SpecED/guides/SuspguideMay02.pdf>.

1. Work with the Division of Indian Education to identify promising practices to decrease long-term suspensions and/or expulsions for American Indian students.

The Special Education Division staff continued to work with staff from the Division of Indian Education to examine data regarding long-term suspension and expulsion rates for American Indian students across Montana. These data were used to provide targeted technical assistance to LEAs regarding strategies for reducing long-term suspension and expulsion rates. Additionally, staff from the Division of Indian Education participated in the planning for the MBI Summer Institute.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year)

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

- A. Percent = [(# of children with IEPs removed from regular class less than 21% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- B. Percent = [(# of children with IEPs removed from regular class greater than 60% of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.
- C. Percent = [(# of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>A. Given a minimum N of 10, 48.5% of students with disabilities removed from regular class less than 21% of the day within a 95% confidence interval.</p> <p>B. Given a minimum N of 10, 12.5% of students with disabilities removed from regular class greater than 60% of the day within a 95% confidence interval.</p> <p>C. Given a minimum N of 10, 1.7% of students with disabilities served in public or private separate schools, residential placements, or to homebound or hospital placements within a 95% confidence interval.</p>

Actual Target Data for FFY 2007 (2007-2008 School Year):

The FFY 2007 (2007-2008 School Year) educational placement target data for students with disabilities, ages 6-21, are provided in Table 5.1 below. The data source used is the Part B 618 data as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act, As Amended* and *Table 3 Part B, Individuals With Disabilities Education Act Implementation of FAPE Requirements*.

Table 5.1 Montana Educational Placement Data for the 2007-2008 School Year

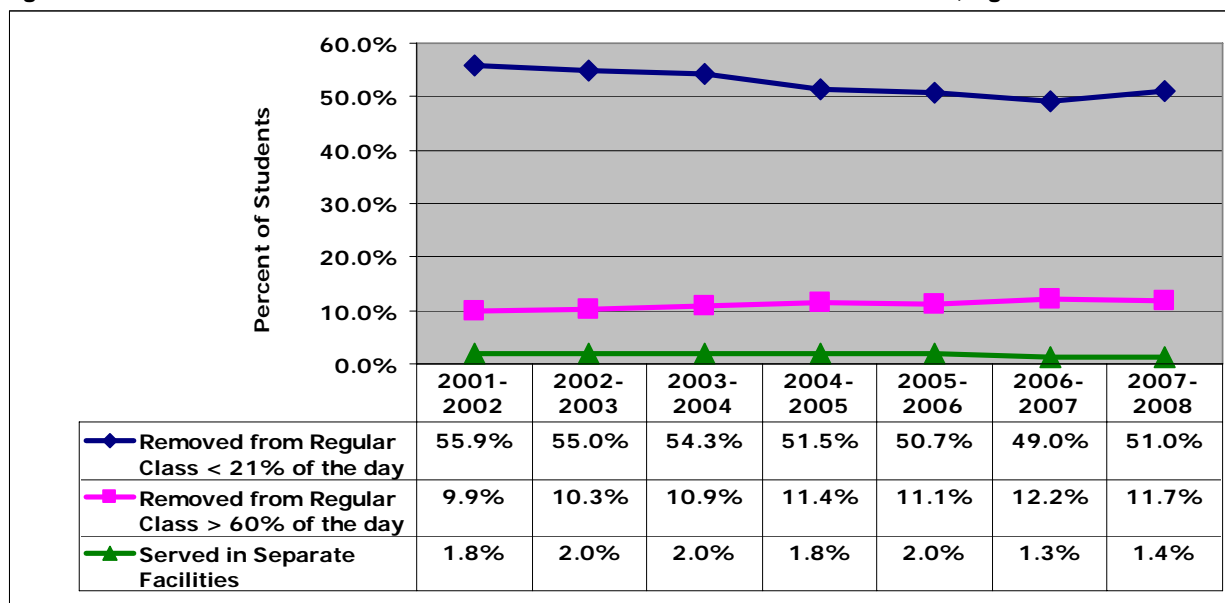
SPP Indicator	Education Environment	Special Education Setting Count ¹ (a)	Special Education Child Count, ages 6-21 ² (b)	Educational Placement Percent % = (a/b) * 100
Indicator 5A	Removed from Regular Class < 21% of the day	8258	16188	51.0%
Indicator 5B	Removed from Regular Class > 60% of the day	1891	16188	11.7%
Indicator 5C	Served in Separate Facilities ³	223	16188	1.4%

¹Special Education Setting Count is reported annually with the December 1st Special Education Child Count data collection and includes students with disabilities, ages 6-21.

²Special Education Child Count is the annual December 1st Special Education Child Count data collection and includes students with disabilities, ages 6-21.

³Separate Facilities include a count of students with disabilities, ages 6-21, served in public or private separate schools, residential placements, or homebound or hospital placements.

Trend data are presented in Figure 5.1 for the educational placement of students with disabilities, ages 6-21, in order to compare educational placement patterns over time.

Figure 5.1 Montana Educational Placement Trend Data for Students with Disabilities, Ages 6-21**Analysis of Target Data for FFY 2007 (2007-2008 School Year):**

The target data for FFY 2007 indicate that **51** percent of students with disabilities receiving special education and related services are removed from the regular class for less than 21 percent of the day, while **11.7** percent are removed from regular class for greater than 60 percent of the day. A small percentage of students with disabilities (**1.4%**) receive their education in public or private separate facilities (see Table 5.1 above). Target data indicate that a little over one-half of students with disabilities, ages 6-21, are being educated with their peers for the majority of the school day.

The overall trend lines indicate very little change in the educational placement of students with disabilities, ages 6-21, in Montana schools. Further analysis show a slight average annual **decrease** over the last six years in the percentage of students with disabilities removed from the Regular Class for less than 21 percent of the day, and a **0.3** percent average annual **increase** over the last six years

in the percentage of students removed from the Regular Class for greater than 60 percent of the day. In addition, trend data indicate a **0.1 percent decrease** over the last six years in the percentage of students with disabilities being served in separate facilities (see Figure 5.1 above). Caution should be used when interpreting trend line data. The fluctuation of trend line data may reflect changes in enrollment data from year to year rather than changes in how decisions regarding educational placement of students is being made. However, the trend data seem to indicate that IEP teams are consistently considering the least restrict environment when making educational placement decisions when doing so is appropriate for meeting the student's needs.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 5.2 below is used to assess the state's progress in meeting its performance target for FFY 2007. Based on a minimum N of 10 and within a 95 percent confidence interval, the state set a target of **48.5** percent of students with disabilities removed from the Regular Class for less than 21 percent of the day, **12.5** percent of students with disabilities removed from the Regular Class for greater than 60 percent of the day, and **1.7** percent of students with disabilities are served in public or private separate facilities.

Table 5.2 Montana Performance Target Status for FFY 2007

SPP Indicator Number	Education Environment	Special Education Setting Count	Educational Placement Percent	Confidence Interval - Upper Limit	Confidence Interval - Lower Limit	SPP Performance Target	State Performance Status
Indicator 5A	Removed from Regular Class < 21% of the day	8258	51.0%	51.8%	50.2%	48.5%	Met Target
Indicator 5B	Removed from Regular Class > 60% of the day	1891	11.7%	12.2%	11.2%	12.5%	Met Target
Indicator 5C	Served in Separate Facilities	223	1.4%	1.6%	1.2%	1.7%	Met Target

Indicator 5A

For FFY 2007 (2007-2008 school year), **51** percent of students with disabilities are **removed from the Regular Class for less than 21 percent of the day**. The established performance target for FFY 2007 as reported in our State Performance Plan is **48.5** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls below the lower limit of the confidence interval indicating that our obtained education placement rate exceeds the established performance target. Therefore, given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5B

For FFY 2007 (2007-2008 school year), **11.7** percent of students with disabilities are **removed from the Regular Class for greater than 60 percent of the day**. The established performance target for FFY 2007, as reported in our State Performance Plan, is **12.5** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls above the upper limit of the confidence interval, indicating that the obtained educational placement rate is lower than the established performance target. Given that our goal is to provide special education services in the least restrictive environment, and given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

Indicator 5C

For FFY 2007 (2007-2008 school year), **1.4** percent of students with disabilities are **served in public or private separate facilities**. The established performance target is **1.7** percent (see Table 5.2 above). In comparing the established performance target to the range of values in the confidence interval, the performance target falls above the upper limit of the confidence interval, indicating that the obtained education placement rate is lower than the established performance target. Given that our goal is to provide special education services in the least restrictive environment, and given a sample size of a minimum N of 10, the state has met its performance target for this indicator, within a 95 percent confidence interval.

LEA Review

Montana also conducted a review of LEAs to determine their performance in meeting the state's established performance targets for Indicator 5 for FFY 2007 (2007-2008 school year). The results of the LEA review are presented in Table 5.3 below.

Table 5.3 Review of Montana LEA Performance for FFY 2007

SPP Indicator Measure	Number of LEAs With Students with Disabilities (a)	LEAs With Minimum N of 10 (b)		LEAs With Minimum N of 10 Meeting State Performance Target (c)		LEAs With Minimum N of 10 Not Meeting State Performance Target (d)	
		#	%=(b/a)*100	#	%=(c/b)*100	#	%=(d/b)*100
Indicator 5A	387	236	61.0%	195	82.6%	41	17.4%
Indicator 5B	387	236	61.0%	218	92.4%	18	7.6%
Indicator 5C	394	240	60.9%	231	96.3%	9	3.8%

For FFY 2007, there were between 387 and 394 LEAs reporting students with disabilities for the 2007-2008 school year. Of these reporting LEAs, **61** percent met the minimum N of 10 for the subgroup of students with disabilities removed from regular class less than 21 percent of the school day (Indicator 5A), **61** percent met the minimum N of 10 for the subgroup of students with disabilities removed from the regular class for more than 60 percent of the school day (Indicator 5B), and **60.9** percent met the minimum N of 10 for the subgroup of students with disabilities receiving special education and related services in separate schools (Indicator 5C).

Indicator 5A

For FFY 2007, **82.6** percent of the LEAs **met** the state performance target for students with disabilities removed from the regular class less than 21 percent of the school day, while **17.4** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5B

For FFY 2006, **92.4** percent of the LEAs **met** the state performance target for students with disabilities removed from the regular class for more than 60 percent of the school day, while **7.6** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Indicator 5C

For FFY 2006, **96.3** percent of the LEAs **met** the state performance target for students with disabilities receiving special education and related services in separate schools, while **3.8** percent of the LEAs **did not meet** the performance target (see Table 5.3 above).

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its targets for this indicator. An analysis of the data for this indicator showed a slight increase in the percent of students with disabilities removed from the regular class less than 21 percent of the school day and a corresponding decrease in the percent of students removed from the regular class for more than 60 percent of the school day. Despite Montana's declining student enrollment and the increasing numbers of children with significant disabilities these percentages have remained relatively stable over time. This is an indication that IEP teams in Montana continue to make student-based decisions regarding the least restrictive environment for individual students.

The OPI continued to implement the SPDG. Activities implemented as a part of the SPDG and professional development activities in the CSPD regions have been instrumental in providing the

necessary skills for instructional personnel to meet the needs of students with disabilities in the general education setting. Professional development has also assisted special education personnel and IEP team members in designing individualized education programs (IEP) that will help to prepare students with more significant disabilities to obtain the academic and/or behavioral skills necessary to effectively participate in the regular education setting.

Improvement Activities Completed:**1. Continue to provide technical assistance and support to LEAs to assist them in providing FAPE in the LRE**

The OPI staff provided direct technical assistance to schools to assist them in the development of behavioral plans and implementation of positive behavioral supports for students with disabilities so they are better able to participate in the regular education setting. Professional development/training activities are also made available through the SPDG and CSPD activities funded through IDEA to assist the LEAs. Training activities included, but were not limited to, the following: Positive behavioral supports, evidenced-based reading strategies, instructional design and evaluation, mentoring, differentiated instruction, and response to intervention. The SPDG annual performance report provides a more in-depth report of the activities funded through the SPDG. The report is available by clicking on the following link: <http://www.opi.mt.gov/PUB/PDF/SpecED/STRIDE/08GrantPerfRpt.pdf>.

The OPI implements a Deaf-Blind project in collaboration with the University of Montana Rural Institute and the Montana School for the Deaf and Blind (MSDB). This project provides technical assistance to LEAs on issues related to providing FAPE in the LRE to students with deaf-blindness. As a part of this project, training is made available to parents, as well as school personnel.

The MSDB provides technical assistance to LEAs through its outreach services which are funded, in part, with IDEA Part B funds. Technical assistance regarding evaluation and the provision of special education and related services helps to ensure that FAPE is provided in the LRE.

2. Using compliance monitoring procedures, continue to review LEAs documentation to ensure placement decisions are made in accord with IDEA and state regulations

The OPI implements a five-year cycle of compliance monitoring visits to LEAs. This process includes a record review to determine LEA compliance with the IDEA requirements, including those regarding LRE. Any incidence of noncompliance with the IDEA regulations must be corrected by the LEA within a short timeframe. During the 2006-2007 monitoring cycle, 25 LEAs were issued findings related to LRE requirements based on compliance monitoring visits. For these LEAs, 39 findings of noncompliance were issued. Monitoring follow-up showed that 38 of the identified incidents were corrected within a timely fashion. One incident was not corrected within one year and required additional technical assistance and intervention by OPI staff. This noncompliance was subsequently corrected.

3. Continue to provide training for general education personnel on strategies to use in responding to students with disabilities needs in the regular education setting.

The SPDG and IDEA funds support training activities for general education personnel to provide them with the skill sets to respond to students with disabilities needs in the regular education. Additionally, regular education personnel may participate in any training offered through the CSPD regions or OPI training activities. Division of Special Education staff provided workshops for general education teachers as a part of the MEA/MFT conference, as well as at other state conferences and CSPD workshops. The annual MBI conference has been extremely successful in providing general education personnel the skills necessary to implement positive supports in the regular education setting.

4. Provide training on the use of technology as access to the general Curriculum

The OPI provides a technical assistance document titled "Assistive Technology" on its Web site at <http://www.opi.mt.gov/PDF/SpecED/guides/AssistiveTechGuide.pdf>. This document has been instrumental in assisting school personnel in making decisions regarding the use of technology as a means of access to the general curriculum. Additionally, LEAs have access to ESEA Title II, Part D, funds for professional development on using technology for improving student achievement and access to the general curriculum.

5. Continue to provide technical assistance to LEAs on educational practices that provide opportunities for children with disabilities to be educated with nondisabled peers

Montana's five CSPD regions continued to provide technical assistance to LEA staff regarding proven instructional strategies designed to increase the opportunities for students with disabilities to remain in the general education setting for a greater portion of their school day. Topics addressed included, but were not limited to, the following: Differentiated Instruction, managing resistant behaviors, Building Number Sense, Step-up to Writing, and Response to Intervention implementation.

The Division of Special Education, through its SPDG Grant, employs an instructional strategies coach to assist LEAs in developing effective educational practices that address the needs of all students, including students with disabilities, in the general education setting.

In addition, the OPI makes available a number of Paraeducator academies designed to assist paraprofessionals in acquiring the skills and knowledge to support instruction in the general education and special education settings. Skilled paraprofessionals are vital in supporting teachers to meet the needs of students in the general education setting.

6. Initiate training on Universal Design

Professional development initiatives of the SPDG related to access to the general curriculum focus on pedagogical practices such as differentiated instruction and universal design. One of the objectives is to provide schools with multiple avenues of support through which teachers increase their capacity to plan and deliver instruction designed to support the learning of heterogeneous groups of students. The *We Teach All* initiative provided professional development and support to schools implementing differentiated instruction. Schools which have been implementing differentiated instruction since the *We Teach All* initiative was first implemented have requested additional training to assist them in increasing their program effectiveness.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

<p>Measurement: Percent = [(# of preschool children with IEPs who received special education services in settings with typically developing peers) divided by the (total # of preschool children with IEPs)] times 100.</p>
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FFY	Measurable and Rigorous Target
2007 (2007-2008)	

Actual Target Data for FFY 2007 (2007-2008 School Year):

In accord with OSEP instructions for the Part B State Performance Plan and Annual Performance Report, states are not required to report on this Indicator for FFY 2006.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement: Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Given a minimum N of 10, the Parent Involvement Percentage will be 65.5% within a 95% confidence interval.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 8.1 below provides the results of the parent survey conducted in the 2007-2008 school year.

Table 8.1 Percent of Parents Who Report that the School Facilitated Their Involvement

	FFY 2007
Total number of Parent respondents	539
Number who reported school facilitated their involvement	334
Percentage who reported school facilitated their involvement	62.0%

In FFY 2007, for those LEAs who were to be monitored in the 2008-09 school year, all parents of students ages 3-21 receiving special education services during the 2007-08 school year were asked to complete and then mail the survey to Mountain Plains Regional Resource Center (MPRRC). Parents were assured of anonymity. A total of 3,493 surveys were distributed and 539 were returned for a response rate of 15.4%.

In order to report out on this indicator, each of the 539 survey respondents received a percent of maximum score based on their responses to all 26 items. A respondent who rated their experiences with the school a "6" (Very Strongly Agree) on each of the 26 items received a 100% score; a respondent who rated their experiences with the school a "1" (Very Strongly Disagree) on each of the 26 items received a 0% score. A respondent who rated their experiences with the school a "4" (Agree) on each of the 26 items received a 60% score. (Note: a respondent who **on average** rated their experiences a "4", e.g., a respondent who rated 8 items a "4," 9 items a "3" and 9 items a "5," would also receive a percent of maximum score of 60 %.) A parent who has a percent of maximum score of 60% or above was identified as one who reported that the school facilitated his/her involvement. A 60% cut-score is representative of a parent who, on average, agrees with each item; as such, the family member is agreeing that the school facilitated their involvement.

Reliability and Validity

The representativeness of the surveys was assessed by examining the demographic characteristics of the children of the parents who responded to the survey to the demographic characteristics of all special education students. This comparison indicates the results are representative (1) by geographic region where the child attends school; (2) by size of district where the child attends school; (3) by the race/ethnicity of the child; and (4) by the age of the child. For example, 90% of the parents who returned a survey indicated that their children are white, and 78% of special education students in the monitored districts are white. Another example is 37% of the parents who returned a survey indicated that their children have a specific learning disability, and 44% of special education students in the monitored districts have a specific learning disability. However, even given these slightly differential response rates, a large enough number of parents from each demographic group responded to the survey in order to arrive at an overall State score that is representative of all students in the population. Weighting of survey responses was not necessary given the representativeness of the respondents and the lack of significant differences among groups of respondents.

Furthermore, the reliability of the results were reaffirmed by contacting a random sample of 49 parents. This random sample of parents were called and asked eight key questions from the Parent Survey. The responses of the phone interviewees were compared to the responses of those who completed and mailed the Parent Survey. The percent of phone respondents who agreed to each item was compared to the percent of mail respondents. There were some slight differences with the phone respondents being slightly more positive on three of the eight items. However, given that for most items there were not significant differences; nonresponse bias is not present to a significant degree. This suggests that the results based on the mail respondents are representative of all parents of students with disabilities.

Trend data of school-facilitated parental involvement are presented in Table 8.2 below.

Table 8.2 Percent of Parents Who Report that the School Facilitated Their Involvement Trend Data

	FFY 2005	FFY 2006	FFY 2007
Total number of Parent respondents	539	533	539
Number who reported school facilitated their involvement	353	367	334
Percentage who reported school facilitated their involvement	65.5%	68.9%	62.0%

Analysis of trend data indicates the percentage of parents who reported that the school facilitated their involvement **decreased** from FFY2006 to FFY2007. This data indicated that, in general, parents indicated a lower level of satisfaction with the LEAs attempts to facilitate their involvement as a means of improving services and results for children with disabilities.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 8.3 below is used to assess the state's progress in meeting the performance target for FFY 2007.

Table 8.3 Montana Performance Target Status for FFY 2007

School Year	Number who reported school facilitated their involvement	Total number of Parent respondents	Percentage who reported school facilitated their involvement	Confidence Interval - High	Confidence Interval - Low	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	334	539	62.0%	66.0%	57.8%	65.5%	Met Target

For FFY 2007, the state's established performance target for this indicator is **65.5** percent. The results of the parent survey for the 2007-2008 school year indicate that the percent of parent respondents who reported the school facilitated their involvement is **62** percent. In comparing the established performance target to the range of values in the confidence interval, the performance target falls within the upper and lower limits of the confidence interval. We can conclude that there is no statistical difference between the obtained percent of parents who reported school facilitated their involvement and the established performance target. Therefore, Montana has met its performance target of 65.5 percent, within a 95 percent confidence interval.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its performance target for this indicator. The results of the parent survey show a decrease in the percentage of parents who reported that the school facilitated their involvement from 68.9 percent in FFY 2006 to 62.0 percent in FFY 2007. This difference was statistically significant and represented a real difference in the percentage of parents reporting that the school facilitated their involvement. This finding suggested that the improvement activities for this indicator had not been effective at increasing the percent of parents who reported that the school facilitated their involvement.

Improvement Activities Completed:

1. The OPI will continue to work with the parent training and information center, Parents, Let's Unite for Kids (PLUK), to seek and encourage parents to become involved with their child's educational program.

The OPI continued to provide discretionary grant monies to the parent training center (PLUK) to support the organizations efforts to provide training and information to improve parental involvement. The PLUK has been instrumental in providing parents with information on rules, regulations, instructional strategies and ways in which parents can be effectively involved in their child's education.

2. The OPI , with the support of its regional CSPD structure, will share strategies and best practices with school personnel and LEAs on improving parental involvement.

Montana's five CSPD regions are involved in the dissemination of research-validated educational and behavioral practices for service providers of students with disabilities. Promising practices are shared with educators and parents throughout the state.

3. The OPI will continue to make available special education information on its Web site to keep parents informed.

The OPI places all of its technical assistance materials on its Web site and frequently updates these materials to ensure the most current information is available to LEA staff and the general public. Additionally, the OPI maintains a Parent Information page on its Web site to facilitate parent access to the information regarding various programs, including special education.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):*[If applicable]*

1. Additional improvement activity: Improvement activity # 4 is added which reads "The OPI will develop technical assistance documents to provide LEA staff with effective strategies for facilitating parental involvement in special education." The original improvement activities have not been effective in maintaining an increased percentage of parents reporting that the school has facilitated their involvement. It was felt that the OPI needed to put additional resources into providing LEA staff with various strategies to use to facilitate parent involvement.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10 and within a 99 percent confidence interval, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of a specific racial/ethnic group receiving special education and related services compared to the proportion of students with disabilities in all other racial/ethnic groups receiving special education and related services in that LEA.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services resulting from inappropriate identification is 0% within a 99% confidence interval.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification is shown below in Table 9.1. The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 9.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2007

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100
2007-2008	423	4	0	0.0%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Table 9.1 above shows that racial and ethnic data were reviewed for 423 LEAs in Montana. Using a minimum N of 10 and a 99 percent confidence interval, a test of difference between proportions was used to measure statistically significant differences between the special education identification rate for students of a specific racial and ethnic group and the special education identification rate for all other students within that LEA. Target data show that **four** out of the 423 LEAs (or 0.9 percent) demonstrated a statistically significant difference, resulting in determination of disproportionate representation of racial and ethnic groups in special education and related services. Further, target data show that none of the four LEAs identified with disproportionate representation were determined to have disproportionate representation due to inappropriate identification.

Racial and ethnic disproportionality data for the four LEAs identified with disproportionate representation is presented in Table 9.2 below.

Table 9.2 Montana LEAs with Disproportionate Representation for FFY 2007

LEA	Racial and Ethnic Group	District Reference Group Count ¹ (a)	District Reference Group Enrollment ² (b)	District Comparison Group Count ³ (c)	District Comparison Group Enrollment ⁴ (d)	District Reference Group Pct % = (a/b) * 100	District Comparison Group Pct % = (c/d) * 100	Disproportionate Representation Status
District 1	White, Non-Hispanic	533	4650	168	754	11.5%	22.3%	Under-Representation
District 2	White, Non-Hispanic	38	355	2	1	10.7%	200.0%	Under-Representation
District 3	American Indian/Alaskan Native	10	22	116	850	45.5%	13.6%	Over-Representation
District 4	American Indian/Alaskan Native	12	21	34	216	57.1%	15.7%	Over-Representation

¹The number of students with disabilities for the specified racial and ethnic group in the LEA, as reported in the IDEA-Part B Special Education Child Count on December 1st.

²The number of students for the specified racial and ethnic group enrolled in the LEA, as reported in the OPI Annual Data Collection on October 1st.

³The number of students with disabilities in all other racial and ethnic groups in the LEA, as reported in the IDEA-Part B Special Education Child Count on December 1st.

⁴The number of students in all other racial and ethnic groups enrolled in the LEA, as reported in the OPI Annual Data Collection on October 1st.

LEA Review

A review of LEA racial and ethnic disproportionality data in Table 9.2 above indicate that two of the four LEAs show *under-representation* in the number of students with disabilities receiving special education and related services that are reported as White, non-Hispanic, while two of the four LEAs indicate *over-representation* in the number of students with disabilities receiving special education and related services that are reported as American Indian/Alaskan Native. The anomaly in the data reported for District 2 (2 students with disabilities while only 1 student enrolled) is due to separate data collections for enrollment (collected annually on October 1st) and special education child count (collected annually on December 1st).

As stated earlier, none of the LEAs were determined to have disproportionate representation due to inappropriate identification based on a review of policies and procedures.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 9.3 below is used to assess the state's progress in meeting its performance target for FFY 2007 (2007-2008 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups receiving special education and related services resulting from inappropriate identification will be **0** percent.

Table 9.3 Montana Performance Target Status for FFY 2007

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	427	0	0.0%	0.0%	Met Target

For FFY 2007 (2007-2008 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2007 as reported in our State Performance Plan is **0** percent. Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its target for this indicator. A review of LEA data indicated that two LEAs had an under-representation of white/non-hispanic students and two LEAs had an over-representation of American Indian/Alaska Native students. Following the determination of disproportionate representation, the OPI contacted each of the LEAs and conducted a review of each LEA's policies, procedures and practices, interviewed selected LEA staff, and reviewed selected student files. Following an analysis of the reviews the OPI made its determination whether disproportionate representation was the result of inappropriate identification. There were no findings of disproportionate representation as a result of inappropriate identification.

Improvement Activities Completed:

- 1. The OPI will continue to implement a pilot project with selected LEAs on the implementation of Early Intervening Services and the use of Response to Intervention (Rtl). The OPI will provide training and technical assistance to LEAs on Early Intervening strategies.**

The Rtl Pilot Project was in the third year of implementation. Four sites throughout the state have received longitudinal, best practices training and coaching on implementing the Rtl model. Data collection and analyses are underway and will be fully disseminated during year four of the grant. To supplement these pilot efforts, the Rtl portion of the OPI Web site went live in June of 2007. The Rtl resources, presentation information and implementation information continue to get added to the site as they become available. This information is being developed and disseminated, based on the work in the four intensive pilot schools. Data from this project were used in planning the scaling up of the Rtl project which will begin during the 2008-2009 school year.

2. The OPI will continue collaboration with Reading First on early intervention strategies.

Special Education personnel have collaborated with Reading First to deliver leadership training, on-site training, as well as a special education strand at the four-day summer reading institute to guide and support teachers to use scientifically based research strategies for use with students with disabilities. The full-time reading specialist has also provided professional development for educators throughout four of the five CSPD regions in the five big ideas of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These activities include training on evidence-based practices of assessment, providing targeted instruction, interventions, and student's engagement.

3. Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.

The Indian Education Division of the OPI maintains a Web site which provides curriculum materials, model lesson plans and other resources for school to assist them in providing culturally sensitive instruction to all students. A representative of the Indian Education Division is an active participant in the state CSPD Council and assists in the design and development of technical assistance and training activities that are culturally responsive to American Indian students. The Indian Education Division has collaborated with W-CSPD in delivering Web-based and in person professional development for school personnel. This area of professional development is consistently expanding.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Revision to Improvement Activity #1: Improvement Activity #1 was revised to read "The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (Rtl)." Data from the Rtl Pilot Project will be used to scale-up Montana's training for LEAs regarding the use of Rtl. This project will greatly increase the number of schools in Montana that have the training necessary to appropriately implement an Rtl model.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement: Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

Definition of Disproportionate Representation

An LEA is determined to have **disproportionate representation** (under or over) if, given a minimum N of 10, an LEA demonstrates a statistically significant difference in the proportion of students with disabilities of racial and ethnic groups within a specific disability category receiving special education and related services compared to the proportion of students with disabilities of all other racial and ethnic groups and within all other disability categories receiving special education and related services in that LEA, within a 99 percent confidence interval.

Once an LEA is flagged for disproportionate representation, the policies and procedures of that LEA are reviewed to determine if the disproportionate representation is due to inappropriate identification.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Given a minimum N of 10, the percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is a result of inappropriate identification is 0% within a 99% confidence interval.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Target data on the identification of LEAs as having disproportionate representation of racial and ethnic groups in special education and related services in specific disability categories that is the result of inappropriate identification is shown below in Table 10.1. The data source for the calculation of disproportionate representation is the IDEA – Part B Child Count data for children with disabilities ages 6 through 21 as reported in *Table 1 Report of Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act*.

Table 10.1 Disproportionate Representation Due to Inappropriate Identification Procedures for FFY 2007

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100
2007-2008	423	0	0	0.0%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Target data above show that of 423 LEAs examined to identify disproportionate representation of racial and ethnic groups in specific disability categories receiving special education and related services, none were identified as having a disproportionate representation of racial and ethnic groups in specific disability categories for the 2007-2008 school year. Further, none were identified as having disproportionate representation of racial/ethnic groups due to inappropriate identification procedures.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 10.2 below is used to assess the state's progress in meeting its performance target for FFY 2007 (2007-2008 school year). Based on a minimum N of 10 and within a 99 percent confidence interval, the state set a target that the percent of LEAs with disproportionate representation (both under and over) of racial and ethnic groups in specific disability categories that is the result of inappropriate identification will be **0** percent.

Table 10.2 Montana Performance Target Status for FFY 2007

School Year	Number of LEAs Reviewed (a)	Number of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures (b)	Percent of LEAs Identified with Disproportionate Representation Due to Inappropriate Identification Procedures % = (b/a) * 100	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	423	0	0.0%	0.0%	Met Target

For FFY 2007 (2007-2008 school year), **0** percent of LEAs were identified with disproportionate representation due to inappropriate identification procedures. The established performance target for FFY 2007 as reported in our State Performance Plan is **0** percent. Therefore, Montana has **met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

No LEAs were found to have disproportionate representation of racial and ethnic groups in specific disability categories. The OPI continued to meet the state's target for this indicator.

The OPI continued to provide extensive training on topics related to identification of students as students with disabilities under the IDEA. School improvement compliance monitors provided a workshop for new special education teachers in the fall of 2007 on special education requirements, including all child find requirements. Training was also provided during the annual CEC, MCASE and MEA/MFT conferences.

Improvement Activities Completed:**1. The OPI will provide training and technical assistance to LEAs on Early Intervening strategies.**

During FFY 2007, Montana's five CSPD regions provided training to LEA staff on many topics related to early intervention. Those topics included, but were not limited to, the following: scientific, research-based approaches to teaching reading, writing and mathematics; positive behavior interventions and supports; school safety; nutrition; and the foundations of developing a response to intervention/problem-solving approach at the local level.

2. The OPI will continue collaboration with Reading First on early intervention strategies.

Special Education personnel have collaborated with Reading First to deliver leadership training, on-site training, as well as a special education strand at the four-day summer reading institute to guide and support teachers to use scientifically based research strategies for use with students with disabilities. The full-time reading specialist has also provided professional development for educators throughout four of the five CSPD regions in the five big ideas of reading: Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These activities include training on evidence-based practices of assessment, providing targeted instruction, interventions, and student's engagement.

3. Provide technical assistance to schools in collaboration with the Division of Indian Education for All on instructional strategies in general education that may lead to fewer American Indian students identified as needing special education.

The Indian Education Division of the OPI maintains a Web site which provides curriculum materials, model lesson plans and other resources for school to assist them in providing culturally sensitive instruction to all students. A representative of the Indian Education Division is an active participant in the state CSPD Council and assists in the design and development of technical assistance and training activities that are culturally responsive to American Indian students.

4. Implement a pilot project with selected LEAs on the implementation of Early Intervening Services and the use of Response to Intervention (Rtl) as one of the factors in determining eligibility under IDEA.

The Rtl Pilot Project was in the third year of implementation. Four sites throughout the state have received longitudinal, best practices training and coaching on implementing the Rtl model. Data collection and analyses are underway and will be fully disseminated during year four of the grant. To supplement these pilot efforts, the Rtl portion of the OPI Web site went live in June of 2007. The Rtl resources, presentation information and implementation information continue to get added to the site as they become available. This information is being developed and disseminated, based on the work in the four intensive pilot schools. Data from this project were used in planning the scaling up of the Rtl project which will begin during the 2008-2009 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Revision to Improvement Activity #4: Improvement Activity #4 was revised to read "The OPI will provide comprehensive training to selected LEAs regarding the use of Response to Intervention (Rtl)." Data from the Rtl Pilot Project will be used to scale-up Montana's training for LEAs regarding the use of Rtl. This project will greatly increase the number of schools in Montana that have the training necessary to appropriately implement an Rtl model.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: FAPE in the LRE

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline).
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline).

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of children, with parental consent to evaluate, were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii).

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 11.1 below presents the FFY 2007 target data on the number of children, with parental consent to evaluate, who were evaluated within 60 days unless there was an exception to the timeframe in accord with the provisions stated in Sec. 614(a)(1)(C)(ii). The data are taken from compliance monitoring data for the 2007-2008 school year. School Improvement/Compliance specialists reviewed the files of 146 students for whom parent consent was granted and who were initially evaluated for special education eligibility.

Table 11.1 Percent of Children, with Parent Consent, Evaluated Within a 60-day Timeline for FFY 2007

School Year	Number of children for whom parental consent to evaluate was received (a)	Number Determined Not Eligible whose evaluations were completed within 60 days (b)	Number Determined Eligible whose evaluations were completed within 60 days (c)	Percent Evaluated within 60 days % = (b+c) / a * 100	Number of evaluations Not Completed within 60 days (d)	Percent Not Completed with 60 days % = (d/a) * 100
2006-2007	260	73	149	85.4%	38	14.6%
2007-2008	146	17	116	91.1%	13	8.9%

For FFY 2007, **91.1** percent of the students with parent consent to evaluate were evaluated within the 60-day timeline, while **8.9** percent of the evaluations were not completed within 60 days.

Range of Days and Reasons for Delay

For FFY 2007, target data indicate that 13 evaluations were not completed within the 60-day timeline. Table 11.2 below presents the range of days beyond the timeline when the evaluations were completed and the reasons for the delays.

Table 11.2 Range of Days Beyond the 60-Day Time and Reason for Delay for FFY 2007

Number of Days Beyond 60-Day Timeline	Reason for Delay
2	No reason given
4	No reason given
6	School not in session for part of the 60-day interval
18	District staff did not complete evaluation in 60-day timeline
20	Parent signed Eval Plan before 3rd birthday
26	District staff did not complete evaluation in 60 day timeline
32	District staff did not complete evaluation(s) in 60-day timeline
43	No reason given
52	No reason given
53	District staff did not complete evaluation in 60 day timeline
74	School not in session for part of the 60-day interval
90	Parent signed Eval Plan before 3rd birthday
114	6-week diagnostic placement to determine eligibility for services

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

The 13 delayed evaluations were from 8 school districts, representing 21.6 percent of school districts participating in the compliance monitoring for the 2007-2008 school year. Of the 13 students who had evaluations not completed within the 60-day timeline, the length of their evaluation timelines ranged from 62 to 176 days. Reasons for these delays included school not in session for part of the 60-day timeline and district staff did not complete the evaluation in time.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 11.3 below is used to assess the state's progress in meeting its performance target for FFY 2007 (2007-2008 school year).

Table 11.3 Montana Performance Target Status for FFY 2007

School Year	Number of Children for whom Parent Consent to Evaluate was Received	Number of Children whose Evaluations were Completed within 60 days	Percent of Children with Parent Consent Evaluated within 60 days	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	146	133	91.1%	100.0%	Did Not Meet Target

The state's established target for this indicator is **100** percent. Target data show that the performance measure for this indicator is **91.1** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana did not meet the target of 100 percent compliance for this indicator. Data for this indicator are based on compliance monitoring samples. Montana's data for this indicator show a 91.1 percent compliance with this requirement. The data do show improvement from the 85.4 percent compliance rate noted in FFY 2006.

During FFY 2007, 13 incidents of noncompliance with the 60-day evaluation timeline were noted in eight LEAs. For all noted incidents, the evaluation had been completed by the time of the monitoring review. Thus, all 13 incidents were corrected in a timely manner. No district was issued a corrective action based on this requirement.

In the FFY 2006 APR, Montana reported 38 incidents of noncompliance with the 60-day timeline requirement. For all 38 incidents it was noted that the evaluation had been completed at the time of the monitoring review. All 38 incidents were considered corrected within a timely manner. These 38 incidents resulted in corrective action plans being issued to four LEAs regarding findings of non-compliance with the 60-day evaluation requirement. Follow-up reviews of district practices confirmed correction of the findings of non-compliance in a timely manner. All four LEAs completed the required corrective actions within one year of the findings of noncompliance.

The OPI continues to be concerned with the data indicating less than 100 percent of students with initial parental consent were evaluated within 60 days. The OPI continues to provide technical assistance to LEAs regarding methods for ensuring compliance with this requirement. Additionally, the OPI continued working with the vendor for SERIMS to provide a special education tool that will be integrated into the statewide student-based data system to facilitate the tracking of all timeline requirements. This included working with the vendor to develop an e-mail notification system within SERIMS that will notify LEA staff, including administration, before timelines expire to improve LEA compliance.

Because Montana was found to be in "Need Assistance" status for the second year, OSEP required the state to engage in technical assistance regarding this indicator. The OPI staff used the resources available on the RRFC's SPP/APR Planning Calendar to examine the data for this indicator. The Investigative Questions were useful in examining the root causes of the district-level noncompliance with the 60-day requirement. The OPI also worked with the Mountain Plains Regional Resource Center (MPRRC) to review Montana's APR, specifically the improvement strategies employed, and has made revisions based on these discussions. Additionally, the OPI staff participated in all SPP/APR-related conference calls provided by OSEP and MPRRC, and attended the regional meeting hosted by MPRRC on "Using Data to Improve Compliance with IDEA Parts B and C" which focused on indicators B11 and B15. Based on this technical assistance Montana has reviewed its policies and procedures and has fine-tuned its compliance monitoring procedures to make certain that the record review process leads to valid and reliable data for this indicator. The root cause analysis suggested that the leading factor in noncompliance with the 60-day evaluation requirement at the LEA level was inconsistent use of any system to track the evaluation timelines. To correct this, the OPI staff has worked with the vendor for the SERIMS to include e-mail notification of LEA staff in a timely manner to improve compliance with the 60-day requirement. The OPI staff also provided technical assistance to the special education directors to encourage them to institute interim measures to track the timelines pending the implementation of the SERIMS.

Improvement Activities Completed:**1. Provide technical assistance and training to LEAs on timeline requirements.**

The OPI provided technical assistance to LEAs regarding the timeline requirements in IDEA. Each fall the OPI school improvement/compliance monitoring staff conducts a full-day training for special educators across Montana regarding the requirements of IDEA, including an emphasis on the

timeline requirements and practices designed to increase compliance with those requirements. Additionally, OPI Special Education Division staff provided training to general educators, special educators, administrators, and parents regarding the IDEA requirements through sessions at the statewide CEC, MCASE, and MEA-MFT conferences, as well as during training sessions provided to LEAs participating in the compliance monitoring process.

2. Work with the contractor to ensure this data element is collected as a part of the SERIMS.

Division of Special Education staff continued to work with the software vendor on the design and functionality of the special education tool incorporated in the AIM student information system. The work was not completed during FFY 2007. It is anticipated that the system will begin to be implemented during the 2008-2009 school year, with full implementation achieved during the 2009-2010 school year.

3. The OPI will work with PLUK to ensure parents are knowledgeable of the 60-day timeline.

The OPI provided IDEA Part B funds to support parent training and technical assistance activities for parents. Training and information on state and federal requirements regarding evaluations and other procedural compliance topics were provided to PLUK technical assistance providers by the OPI. The director of the Early Assistance Program (EAP) also provided on-time assistance to parents and PLUK staff on questions related to evaluations and timelines.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Revision to improvement activity: Improvement activity #2 is revised to read “The OPI will provide training to LEA staff regarding the use of the special education module in AIM.” It is anticipated that the special education tool will be available for implementation during the 2008-2009 school year. Special Education Division staff will take the lead role in providing training to LEA staff in the appropriate use of the tool. This will facilitate LEA transition to the electronic data system, improve compliance with the IDEA requirements, and ensure valid and reliable data collection.
2. Addition of improvement activity: Improvement activity #4 is added. This activity reads “The OPI will revise its compliance monitoring procedures to ensure that all instances of noncompliance are identified and corrected in a timely fashion.” The compliance monitoring procedures in use by the OPI were felt to correctly identify all instances of noncompliance with the IDEA and state regulations. It was felt that refinement was needed in the process for determining findings based on the technical assistance provided by OSEP during the National Accountability Conference in August 2008.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(c) divided by (a – b – d)] times 100.

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services.

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 12.1 below presents the data on children served in Part C and referred to Part B for eligibility determination in the 2007-2008 school year. The data was reported by Part C providers and the LEAs who received the referrals.

Table 12.1 Percent of Children with IEPs Developed and Implemented by Third Birthday for FFY 2007

Indicator 12 Measurement		Number and Percent of Children
(a)	Total Children Served in Part C and Referred to Part B for Eligibility Determination	167
(b)	Children found NOT Eligible and Whose Eligibilities were Determined Prior to Their Third Birthday	7
(c)	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	93
(d)	Parent Refusal to Provide Consent Caused Delays in Evaluation or Initial Services	30
$\% = [c / (a - b - d)] * 100$	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	71.5%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Target data for FFY 2007 (2007-2008 school year) indicate that **71.5** percent of the children referred by Part C, prior to age three and found eligible for Part B, have an IEP developed and implemented by their third birthday. In addition, parent refusal for **30** of the 167 children referred by Part C caused delays in the evaluation or initial services. Further, seven of the 167 children referred were found not eligible prior to their third birthday. This results in 37 of the 167 children referred by Part C did not have their eligibility determined or an IEP developed and implemented by their third birthday. The range of days and reasons for the delay are presented below.

Table 12.2 below presents the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Table 12.2 Range of Days beyond Third Birthday for Evaluation and Reason for Delay for FFY 2007

Days Beyond Child's Third Birthday	Reason For Delay
1	Next available school day
3	Schedule Conflict
5	Schedule conflict ; staff unable to attend
7	Schedule conflict
9	Medically fragile child with global delays. Numerous reports needed to be gathered from private sources.
10	No Reason Given
11	Schedule conflict; Meeting rescheduled
12	Summer/winter vacation
13	No Reason Given
19	Summer/winter vacation
26	Summer/winter vacation; Staff unable to attend
28	Evaluation not completed on time
31	Referred late to CDC, Referred on April 28,2008 and time was needed to assess student
33	Schedule conflict
37	Evaluation information was delayed
38	Evaluation not completed on time
39	Part C Agency did not provide evaluation information in a timely manner
40	Next available school day
76	Schedule conflict
90	School not in session over 3rd birthday and scheduling conflicts at beginning of school year
105	No Reason Given

Trend data indicates a slight **increase** in the percent of children referred by Part C prior to age three and found eligible for Part B with an IEP developed and implemented by their third birthday between FFY 2006 and FFY 2007 (see Table 12.3 below).

Table 12.3 Montana Trend Data for Indicator 12 for FFY 2006 and FFY 2007

Indicator 12 Measurement		FFY 2006 (2006-2007 School Year)	FFY 2007 (2007-2008 School Year)
(a)	Total Children Served in Part C and Referred to Part B for Eligibility Determination	107	167
(b)	Children found NOT Eligible and Whose Eligibilities were Determined Prior to Their Third Birthday	5	7
(c)	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	51	93
(d)	Parent Refusal to Provide Consent Caused Delays in Evaluation or Initial Services	19	30
% = [c/(a-b-d)] * 100	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	61.4%	71.5%

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 12.4 below is used to assess the state's progress in meeting its performance target for FFY 2007. The state's established target for this indicator is **100** percent of students referred by Part C and eligible for Part B will have an IEP developed and implemented by their third birthday.

Table 12.4 Montana Performance Target Status for FFY 2007

School Year	Number of Children Referred By Part C to Part B for Eligibility Determination	Children found Eligible for Part B and Who Have an IEP Developed and Implemented by Their Third Birthday	Percent of Children Referred by Part C Prior to Age 3, Who Are Found Eligible for Part B, and Who Have An IEP Developed and Implemented By Their Third Birthdays	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	167	93	71.5%	100.0%	Did Not Meet Target

Target data for FFY 2007 indicate the percent of children referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthday, is **71.5** percent, while the established performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana did not meet its target for this indicator. Montana did make progress toward its target on this indicator. The data show an increase in the percent of children referred by Part C, found eligible for Part B and who have an IEP developed and implemented by their third birthday from 61.4 percent for FFY 2006 to 71.5 percent for FFY 2007. The improvement activities that the OPI has engaged in have been effective in increasing compliance with these requirements, but have not yet resulted in meeting the 100 percent target. For FFY 2006, Montana had identified 32 children referred by Part C who did not have eligibility determined or an IEP developed and implemented by their third birthday. In all cases, the eligibility determination and development of an IEP had taken place by the time of the data collection and review. Therefore, in all instances the noncompliance was corrected within a timely fashion and in no case more than one year. For FFY 2007, in 37 instances it was noted that a child referred from Part C did not have eligibility determined or an IEP developed and implemented by their third birthday. Again, in all cases, the eligibility determination and development of an IEP had taken place by the time of the data collection and review. In all instances the noncompliance had been corrected within a timely fashion.

The OPI did not receive any complaints or requests for due process in the 2007-2008 school year related to the failure to implement services for a child with disabilities by age three. Furthermore, school improvement/compliance specialists reviewed selected records of preschool-age children as a part of their monitoring procedures to determine if the LEA had failed to implement procedures to ensure IEPs were implemented by the child's third birthday. No corrective actions were issued in 2007-2008 to an LEA for failure to implement an IEP by the child's third birthday.

The OPI continued to work with representatives of the Part C lead agency to improve the transition for children from Part C to Part B. These efforts included working with the Part C agency staff to improve data collection practices and bringing together Part C providers and LEA staff to provide technical assistance regarding the transition requirements and strategies to improve communication between agencies to facilitate the timely transition of children from Part C to Part B.

Because Montana was found to be in "Need Assistance" status for the second year, OSEP required the state to engage in technical assistance regarding this indicator. The OPI staff used the resources

available on the RRFC's SPP/APR Planning Calendar to examine the data for this indicator. The Investigative Questions were useful in examining the root causes of the district level noncompliance with the Part C to Part B transition requirements. The OPI also worked with the Mountain Plains Regional Resource Center (MPRRC) to review Montana's APR, specifically the improvement strategies employed, and has made revisions based on these discussions. Additionally, the OPI staff participated in all SPP/APR-related conference calls provided by OSEP and MPRRC, and the OSEP National Early Childhood Conference on Building Partnerships for Effective Change.

Improvement Activities Completed:**1. Continue to monitor for procedural compliance, as well as to review data from due process, mediations, and complaints.**

The OPI continued to implement its cycle of compliance monitoring visits to LEAs during the 2007-2008 school year. As a part of the monitoring record review, monitors reviewed a sample of files for children who were referred by Part C providers to Part B for compliance with the IDEA requirements. No corrective actions resulted from these reviews. Additionally, there were no requests for due process, complaints, or mediations held related to the development and implementation of an IEP for a child by age three.

2. Continue to work with Part C to collect necessary data elements to meet these new data collection requirements for this indicator.

The OPI continued to work with the Part C lead agency to improve the collection of data necessary to determine the status of all children referred from a Part C provider to an LEA. This data collection and validation process will be used until the full implementation of the SERIMS portion of the AIM system.

3. The OPI will work with its contractor to ensure the SERIMS includes necessary data elements to address this performance indicator.

The Special Education Division staff continued to work with the software vendor to develop the special education tool in AIM. The SERIMS system will collect all necessary data regarding this performance indicator.

4. Continue to provide TA and training on effective child find practices and transition from Part C to Part B.

Special Education Division staff provided training on effective child find practices, including procedures for ensuring the smooth transition of children from Part C to Part B as a part of the annual New Teacher Training, procedural compliance workshops, technical assistance provided to LEAs involved in compliance monitoring, and through training provided jointly to selected LEAs and Part C providers.

5. Fully implement the SERIMS to ensure all data elements are collected

The Office of Public Instruction (OPI) completed the second year of implementation of the statewide student information system, Achievement in Montana (AIM). This system is the general education record system that collects census, demographic and assessment data for all students enrolled in the public schools. Additional information regarding AIM can be found on the OPI Web site at: <http://www.opi.mt.gov/AIM/Index.html>.

The OPI Division of Special Education staff continued their work with the vendor to develop the Special Education Module of the AIM system. The OPI staff spent many hours testing the system and working with the vendor to correct issues with the system to ensure that the Special Education module will provide LEA staff with a tool that reduces the amount of time staff must spend completing

paperwork, leads to procedural compliance, and collects valid and reliable data for federal reporting and compliance monitoring purposes. It is anticipated that the special education records and information management system will begin to be implemented during the 2008-2009 school year. Full implementation of the SERIMS is anticipated during the 2009-2010 school year.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Revised Timeline: The timeline for the activity identified as "*Fully implement the SERIMS to ensure all data elements are collected*" has been revised to "2009-2010 School Year." Due to delays in the development of the special education tool in the AIM system, roll-out of the product for use by the LEAs has been slower than anticipated. It is expected that the tool will be available for implementation in the spring of 2009, with full implementation achieved during the 2009-2010 school year.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 13.1 below presents the FFY 2007 target data on the number of students aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. The data are taken from compliance monitoring data for the 2007-2008 school year.

Table 13.1 IEPs with Coordinated, Measurable, and Annual Goals FFY 2007

School Year	Number of IEPs Reviewed ¹ (a)	Number of IEPs with Transition Goals ² (b)	Percent of IEPs with Transition Goals % = (b/a) * 100
2007-2008	87	54	62.1%
¹ Sample of records for students, age 16 and older reviewed as part of the compliance monitoring procedures. ² Records for students, age 16 or older, found to have coordinated, measurable, annual goals and transition services as part of the compliance monitoring procedures.			

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Target data in the table above indicate that 87 student records, for students with disabilities ages 16 and above, were reviewed as part of the compliance monitoring for the 2007-2008 school year. Of those records reviewed, 54 or **62.1** percent of youth aged 16 and above had coordinated, measurable, annual goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Trend data are presented below in Table 13.2. The trend data is used to compare the number of records for students aged 16 and above with coordinated, measurable, annual IEP goals and transition services over time.

Table 13.2 IEP Transition Goals Trend Data

School Year	Number of IEPs Reviewed ¹ (a)	Number of IEPs with Transition Goals ² (b)	Percent of IEPs with Transition Goals % = (b/a) * 100
2005-2006	70	34	48.6%
2006-2007	66	42	63.6%
2007-2008	87	54	62.1%
¹ Sample of records for students, age 16 and older reviewed as part of the compliance monitoring procedures. ² Records for students, age 16 or older, found to have coordinated, measurable, annual goals and transition services as part of the compliance monitoring procedures.			

The FFY 2007 (2007-2008 School Year) data show a slight **decrease** of **1.5** percent of youth ages 16 and above with coordinated, measurable, and annual IEP goals and transition services.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 13.3 below is used to assess the state's progress in meeting its performance target for FFY 2006. The state's established target for this indicator is **100** percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

Table 13.3 Montana Performance Target Status for FFY 2007

School Year	Number of IEPs Reviewed	Number of IEPs with Transition Goals	Percent of IEPs with Transition Goals	SPP Performance Target for FFY 2006	State Performance Status
2007-2008	87	54	62.1%	100.0%	Did Not Meet Target

For FFY 2007, the state's performance target is **100** percent of IEPs for students, ages 16 and older, will have coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals. Target data indicates that **62.1** percent of the IEPs for students, ages 16 and older, reviewed have coordinated, measurable, annual IEP goals and transition services. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana did not meet its performance target for this indicator. The data for this indicator showed a slight decrease for FFY 2007. The OPI is very concerned about the lack of progress made on this indicator. In response, the OPI has greatly increased the amount of technical assistance to LEAs regarding the development of appropriate transition plans for Montana students.

In FFY 2006, 108 LEAs were subject to on-site compliance monitoring record reviews. Twenty of those LEAs were issued 23 findings of noncompliance for requirements related to this indicator. Of those 24 findings, 23 (95.6 percent) were corrected in a timely manner. One LEA was unable to demonstrate correction of the noncompliance within one year. The OPI staff provided additional technical assistance to this LEA and the LEA did, subsequently, demonstrate compliance with all IDEA requirements.

In response to the concerns regarding LEA performance in relation to the transition requirements, the OPI revised its approach to providing technical assistance. The OPI moved from a train-the-trainers model to a more direct approach to providing transition training to LEAs across the state using OPI compliance monitoring and professional development staff. This approach has greatly increased the effectiveness of this technical assistance.

Improvement Activities Completed:**1. Continue to provide technical assistance and professional development to LEAs and school personnel on transition requirements and IEP development**

A train-the-trainers model has been used to develop a cadre of educators with expertise in effective practices in transition planning to provide technical assistance to LEAs throughout the state. The OPI has also developed multiple technical assistance documents, available on the Web site, that address best-practices and IDEA regulations in completing the secondary transition process. Additionally, OPI compliance monitoring and professional development staff have increased the amount of technical assistance training they provide to LEAs to increase the LEA's ability to meet all of the transition requirements.

2. Continue to work with other state agencies such as Vocational Rehabilitation, etc. to engage their involvement in transition planning, as appropriate

The OPI continues to maintain a close working relationship with Vocational Rehabilitation through its representation on the VR Advisory Panel. The OPI also worked with numerous state agencies and other programs to develop the Montana Youth Transition Conference. This conference was held in the fall of 2008 and provided LEA staff, parents and students technical assistance related to transition to post-secondary services. In addition, the OPI is part of the Governor's Transition Taskforce that is working to make the transition from school to adulthood seamless for all youth with disabilities.

3. Work with IHEs to help ensure students in preservice education receive information and training related to transition requirements under IDEA and the development of appropriate goals

The OPI has continued its support and involvement with the Montana Higher Education Consortium to train IHE staff in Transition and to systematically integrate transition components into preservice classes and field experiences.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B/Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

[20 U.S.C. 1416(a)(3)(B)]

<p>Measurement: Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.</p>

FFY	Measurable and Rigorous Target
2007 (2007-2008)	79.1% of youth who had IEPs and are no longer in secondary school will be competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school

Overview of Issue/Description of System or Process

Montana utilized the Montana Post-School Survey modeled after the post-school survey developed by the National Post-School Outcomes Center. Each LEA is responsible for contacting students and conducting survey interviews. The Post-School Survey is a Web-based survey and can be found at <http://data.opi.mt.gov/PostSchoolSurvey/Instructions.aspx>.

The population for this survey is all high school students with disabilities reported as leaving school at the end of the 2006-2007 school year (June 30, 2007) by means of dropping out, graduating with a regular diploma, receiving a certificate, or reaching maximum age. This is a census population rather than a sample population. The total school leavers reported for the 2006-2007 school year was 1,206. However, 29 of these school leavers are no longer eligible for the survey because they either returned to secondary school or are deceased. This brings the total of eligible school leavers to 1,177.

The LEAs were provided a list of their exiting students reported to OPI as of June 30, 2007. The LEAs were instructed to conduct a follow-up survey with these students between April 2008 and September 2008. Montana has chosen to have LEAs report student outcome data for all students who had IEPs and are no longer in secondary school to ensure the greatest possible accuracy of our data. Because of the preponderance of small schools in Montana and close ties that generally exist between the school and community, teachers and other staff personally know the young adults and their families and as a result are often directly aware of the post-school outcome.

Survey results for all students who are successfully contacted will provide our data source. If certain sub-groups of students (e.g., by LEA, race/ethnicity, etc.) are underrepresented to a significant degree, then further attempts to contact and interview a sample of these underrepresented students

will be made. Likewise, if response rates are low or data is missing, LEAs will be required to initiate additional contact attempts.

Survey data collection format will be at the discretion of the LEA and may include personal contact, phone interview, paper, or electronic completion.

Key terms for this indicator are defined as follows:

Exiters are defined to include those students with disabilities who, during the 2005-06 school year, graduated with a regular diploma, received a certificate, who dropped-out, or who reached maximum age, as established by the LEA, for receipt of special education services.

Drop Outs. Those students who were enrolled in high school at the start of the reporting period, but were not enrolled at the end of the reporting period, and did not exit through any of the other bases described above. This includes runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another educational program.

Employment/Competitive employment is work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting and compensated at or above minimum wage, but not less than customary wage, and level of benefits paid by employer for the same or similar work performed by individuals that are not disabled. Competitive employment includes being in the military and may be in the home when there is a family-based business.

Postsecondary school enrollment is defined as participation in a two- or four-year college program, vocational or technical education beyond high school or short-term education or employment training program (e.g., WIA, Job Corps, Beauty School, etc.) either full or part time. Full or part time is determined by the program in which the student is enrolled.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 14.1 below presents the results of Montana's Post School Survey for high school students who left school during the 2006-2007 school year.

Table 14.1 Montana Post-School Survey Results for the 2006-2007 School Year

Number of Youth with Disabilities Not In Secondary School Who Responded to Survey (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled % = [(b+c+d)/a]	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled % = (e/a)
779	191	364	71	80.4%	153	19.6%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

As indicated in Table 14.1 above, target data indicate that **80.4** percent of high school students with disabilities and no longer in secondary school as of the 2006-2007 school year, have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. Conversely, **19.6** percent reported that they were not competitively employed and/or enrolled in some type of postsecondary school, or both, within one year of leaving high school.

In the FFY 2006 SPP submitted February 1 2008, we established a baseline of 80.1 percent of youth who had IEPs, are no longer in secondary school and have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. A review of trend data indicate a slight **increase** this year in the percent of youth with disabilities competitively employed, enrolled in a post-secondary school, or both (see Table 14.2 below).

Table 14.2 Montana Post School Survey Trend Data

School Year	Number of Youth with Disabilities Not In Secondary School Who Responded to Survey (a)	Number of Youth with Disabilities Employed And Enrolled (b)	Number of Youth with Disabilities Competitively Employed (c)	Number of Youth with Disabilities Enrolled in Postsecondary School (d)	Percent of Youth with Disabilities Competitively Employed and/or Enrolled $\% = [(b+c+d)/a]$	Number of Youth with Disabilities NOT Employed and/or Enrolled (e)	Percent of Youth with Disabilities NOT Employed and/or Enrolled $\% = (e/a)$
2005-2006	715	159	377	37	80.1%	142	19.9%
2006-2007	779	191	364	71	80.4%	153	19.6%

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 14.3 below is used to assess the state's progress in meeting its performance target for FFY 2007. The state's established target for this indicator is **79.1** percent of youth who had IEPs and are no longer in secondary school will be competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school.

Table 14.3 Montana Performance Target Status for FFY 2007

School Year	Post School Outcome Rate for Special Education	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	80.4%	79.1%	Met Target

The FFY 2007, the state's performance target is **79.1** percent. Target data for FFY 2007 indicate **80.4** percent of youth who had IEPs and are no longer in secondary school will be competitively employed, enrolled in some type of post-secondary school, or both, within one year of leaving high school. Therefore, Montana has **met** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

We exceeded our targeted post-school outcome percentage by 1.3 percent. We attribute some of this progress to an increase in response rates for this year of 8.8 percent over the previous year. Table 14.4 below shows the comparison of response rates for the two survey years.

Table 14.4 Montana Overall Response Rates

School Year	Total Eligible School Leavers (a)	Number of Returned Surveys (b)	Number of Surveys NOT Returned	Statewide Response Rate $\% = (b/a)$
2005-2006	1247	715	532	57.3%
2006-2007	1177	779	398	66.2%

Representativeness

We used the NPSO Response Calculator (see Table 14.5 below) to calculate representativeness of the respondent group on the characteristics of disability type, ethnicity, gender, and dropout.

According to the Response Calculator, differences between the Respondent Group and the Target Leaver Group of ± 3 percent are important. Negative differences indicate an under-representativeness

of the group and positive differences indicate over-representativeness. In the Response Calculator, red is used to indicate a difference that exceeds the ± 3 percent interval.

Based on this calculation, we were under-represented on the categories of Learning Disability (LD), Emotional Disturbance (ED), minority, and dropout. We were over-represented on the categories of Cognitive Delay (CD) and All Other (AO) disabilities. The category Minority includes any respondent whose primary race/ethnicity is not White/non-Hispanic. As can be seen, only one category exceeds the ± 3 percent interval indicating a significant difference in the respondents from the target leaver group. This category is dropout. This under-representation is due to difficulties LEAs encountered in contacting students who had dropped out. The OPI will work with LEA staff on strategies to improve the participation of students who have dropped out of school in the survey.

Table 14.5 Montana Demographic Representativeness for FFY 2007

	Overall	LD	ED	CD	AO	Female	Minority	Dropout
Target Leaver Totals	1177	772	72	69	264	376	250	302
Response Totals	779	503	34	46	196	249	154	126
Target Leaver Representation		65.59%	6.12%	5.86%	22.43%	31.95%	21.24%	25.66%
Respondent Representation		64.57%	4.36%	5.91%	25.16%	31.96%	19.77%	16.17%
Difference		-1.02%	-1.75%	0.04%	2.73%	0.02%	-1.47%	-9.48%

Improvement Activities Completed:

1. Provide information on post school data collection requirements to all LEAs and their personnel.

The OPI Special Education Division staff provided technical assistance to LEAs through teleconferences, on-site visits to LEAs, and presentations at educational conferences throughout the year. At the beginning of the academic year the OPI staff provided full-day training to all interested LEA staff members regarding the requirements of IDEA, including post-school outcomes survey requirements.

2. Work with the SERIMS contractor to ensure required data collection components are included in the system.

The OPI Division of Special Education staff continued their work with the vendor to develop the Special Education Module of the AIM system. The OPI staff spent many hours testing the system and working with the vendor to correct issues with the system to ensure that the Special Education module will provide LEA staff with a tool that reduces the amount of time staff must spend completing paperwork, leads to procedural compliance, and collects valid and reliable data for federal reporting and compliance monitoring purposes.

3. Provide training and technical assistance to LEAs on data collection and follow-up procedures to ensure complete collection of all required data.

The Special Education Division staff provided technical assistance to LEAs on both the IDEA requirements regarding gathering post-school data on students, and on how to complete the online survey. Additionally, the OPI staff were available to provide on-time assistance to LEAs regarding the completion of the survey. A technical assistance guide regarding the Post-School Outcomes Survey was under development and will be made available on the OPI Web site and through a link on the Post-School Outcomes Survey data entry screen.

4. Work with LEAs to collect baseline data for all students with disabilities who exited from school during the 2005-2006 school year.

This activity was completed during the 2005-2006 school year and was reported in the February 2008 revisions to the SPP.

5. Open survey application for LEA use in April to maximize time for data collection/reporting.

The OPI annually opens the Post-School Outcomes Survey application to district data entry from April through September to allow LEA staff to have sufficient time to make the student contacts necessary to complete the survey.

6. Continue comprehensive transition training and technical assistance activities regionally and to individual LEAs.

A train-the-trainers model has been used to develop a cadre of educators with expertise in effective practices in transition planning to provide technical assistance to LEAs throughout the state. Additionally, OPI compliance monitoring and professional development staff have increased the amount of technical assistance training they provide to LEAs to increase the LEAs ability to meet all of the transition requirements.

7. Continue to work with other agencies and higher education to improve access and opportunities for employment and education or training.

The OPI continues to maintain a close working relationship with Vocational Rehabilitation through its representation on the VR Advisory Panel. The OPI also worked with numerous state agencies and other programs to develop the Montana Youth Transition Conference. This conference was held in the fall of 2008 and provided LEA staff, parents and students technical assistance related to transition to post-secondary services. This conference will be held annually.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Addition of improvement activity: Improvement Activity #8 is added which reads "The OPI will provide technical assistance to LEAs to improve the response rate for students who have dropped out." To improve the response rate for students who have dropped out of school, the OPI will work directly with LEAs determined to have low response rates on strategies to improve the participation of those students in the Post-School Outcomes Survey.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement: Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of the findings of noncompliance are corrected within one year from identification.

Actual Target Data for FFY 2007 (2007-2008 School Year):

The following tables provide summary data taken from the completed NCSEAM Indicator 15 worksheet that is attached to this document (see Appendix). The Indicator 15 worksheet provides a breakout of the number of findings of noncompliance and the timeline for correction grouped by monitoring priority areas and other topical, non-priority areas.

Table 15.1 below presents summary data regarding the number of LEAs with findings of noncompliance in and the number of findings of noncompliance identified in FFY 2006 (2006-2007 School Year).

Table 15.1 Number of LEAs And Findings of Noncompliance for FFY 2006

School Year	General Supervision System Component	Number of LEAs with Findings of Noncompliance	Number of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)
2006-2007	Procedural Compliance Monitoring - On-site	108	146
	Noncompliance identified through other mechanisms	0	0
	Total	108	146

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

In FFY 2006, 108 LEAs were monitored for procedural compliance with IDEA in accord with the established monitoring cycle, resulting in 146 corrective actions.

Table 15.2 below presents the number of findings identified in FFY 2006 and the percent of those findings of noncompliance that were corrected within a one-year timeline.

Table 15.2 Percent of Findings of Noncompliance for FFY 2006 Corrected within One Year

Indicator 15 Measurement		Number of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07) (a)	Number of Findings from (a) for which correction was verified no later than one year from identification (b)	Percent of Findings of Noncompliance Corrected within One Year Timeline % = (b/a)
A	Number and Percent of noncompliance related to monitoring priority areas	124	119	96.0%
B	Number and Percent of noncompliance related to areas not included in the above monitoring priority areas	22	22	100.0%
C	Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.)	0	0	0.0%
D=(A+B+C)	Total Number of Findings of Noncompliance	146	141	
	Overall Percent (%=Db / Da)			96.6%

The table above (Table 15.2) presents the percent of findings of noncompliance corrected within a one-year timeline. A breakout of the areas of findings of noncompliance, grouped by monitoring priority areas and other topical areas, can be found in the Indicator 15 worksheet in the Appendix section of this document. An analysis of the FFY 2006 findings of noncompliance shows that **100** percent of noncompliance related to areas not in the monitoring priority areas were corrected within the one year timeline. Of the findings of noncompliance related to monitoring priority areas, 119 of the 124 findings of noncompliance or **96** percent were corrected within the one year timeline. Overall, 141 of the 146 findings of noncompliance or **96.6** percent were corrected within the one-year timeline for FFY 2006.

For FFY 2006, five findings of noncompliance were not corrected within one year. These findings were all issued to one LEA which was unable to demonstrate correction of the noncompliant practices within one year. The OPI compliance monitor worked closely with the LEA to provide ongoing technical assistance to aid the LEA in implementing procedures that complied with the requirements of the IDEA. The OPI Special Education Division administrators and Assistant Superintendent met with LEA administration to determine what course of action was necessary to bring the LEA into compliance with all of the IDEA requirements. An amended corrective action plan was developed and additional technical assistance was provided to the LEA. The LEA met the conditions of the updated corrective action plan and was determined to be in compliance with all of the IDEA requirements in November 2008, 217 days beyond the one year timeline.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data in Table 15.3 below is used to assess Montana's progress in meeting its performance target for FFY 2006. The performance target for this indicator is **100** percent of findings of noncompliance will be corrected within one year from identification.

Table 15.3 Montana Performance Target Status for FFY 2007

Number of Findings of noncompliance identified in FFY 2006 (7/1/06 – 6/30/07)	Number of Findings from (a) for which correction was verified no later than one year from identification	Percent of Findings of Noncompliance Corrected within One Year Timeline	Spp Performance Target	State Performance Status
146	141	96.6%	100.0%	Did Not Meet Target

For FFY 2007, the percent of findings of noncompliance corrected within one year of identification is **96.6** percent and the performance target is **100** percent. Therefore, Montana **did not meet** its performance target.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana did not meet its target of 100 percent correction within the one-year timeline. One LEA was unable to demonstrate correction of the findings of noncompliance within one year. The OPI worked with this LEA to provide additional technical assistance and oversight and the LEA was eventually able to demonstrate compliance with all of the IDEA requirements.

Improvement Activities Completed:

1. Revise Focused Intervention activities to better align with SPP indicators.

Revision of the Focused Intervention activities was completed during the 2006-2007 school year. Focused Intervention procedures are implemented when, following review of LEA data, there is a determination of significant discrepancy in long-term suspension/expulsion rates and/or there is disproportionate representation. Focused Intervention procedures are also implemented if student outcome data and/or other factors indicate that intervention is necessary.

2. Continue to use the monitoring tracking system to ensure timelines are addressed.

The OPI continues to use the compliance monitoring tracker to identify LEAs monitored, dates of the monitoring, monitoring results, timelines for completion of corrective actions, and the date that the OPI sends a letter to the LEA reporting that it has completed all of the required corrective actions.

3. Review status of LEAs' corrective actions on a monthly basis and report that status to the monitoring staff.

The School Improvement/Compliance Monitoring Unit manager is responsible for reviewing LEA progress on meeting the requirements of any corrective actions on a monthly basis to ensure that all corrective actions are completed within the designated timelines and within one year of issuance.

4. Provide follow-up to LEAs to ensure they are moving toward completion of their corrective actions in the timeline given.

School Improvement/Compliance monitoring staff maintains frequent contact with the LEA throughout the compliance monitoring process. This allows the compliance monitor to communicate with the LEA regarding the LEA's progress toward completing the corrective action requirements and to be responsive to the needs of the LEA for technical assistance and/or training. Technical assistance and/or training were provided to the LEAs as determined necessary, as well as upon the request of the LEA.

5. Implement sanctions, as appropriate, to ensure LEAs complete required corrective actions.

The OPI did not have to implement sanctions in 2007-2008 to achieve correction of findings of noncompliance. The OPI did have to take additional steps to ensure the correction of findings of noncompliance with one LEA, but did not have to implement any sanctions in the course of correcting the noncompliance. In general, school administrators and personnel continue to be very responsive in taking required corrective action steps.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

1. Addition of improvement activity: Improvement activity #6 is added. This activity reads “The OPI will revise its compliance monitoring procedures to ensure that all instances of noncompliance are identified and corrected in a timely fashion.” The compliance monitoring procedures in use by the OPI were felt to correctly identify all instances of noncompliance with the IDEA and state regulations. It was felt that refinement was needed in the process for determining findings based on the technical assistance provided by OSEP during the National Accountability Conference in August 2008.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = $[(1.1(b) + 1.1(c)) \text{ divided by } 1.1] \text{ times } 100$.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

Actual Target Data for FFY 2007 (2007-2008 School Year):

The Montana Office of Public Instructions received four signed, written complaints for FFY 2007. One complaint had a report issued within the timeline and three complaints were withdrawn or dismissed.

Table 16.1 below presents target data on signed, written complaints for FFY 2007 (2007-2008 School Year). The data is taken from Section A of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (See Appendix).

Table 16.1 Signed, Written Complaints for FFY 2007

Table 7, Section A	Signed, Written Complaints	Number
(1.1)	Complaints with reports issued	1
(b)	Reports within timeline	1
(c)	Reports within extended timelines	0
% = (b+c) / (1.1)	Percent of Complaint Reports Issued Within Timeline	100.0%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

Target data for FFY 2007 indicate that a report was issued within the timeline on one signed, written complaint.

Assessing State Progress in Meeting the FFY 2007 Performance Target**Table 16.2 Montana Performance Target Status for FFY 2007**

School Year	Percent of Complaint Reports Issued Within Timeline	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	100.0%	100.0%	Met Target

For FFY 2007 (2007-2008 School Year), 100 percent of complaint reports were issued within the specific timeline. Therefore, Montana has **met** its performance target of 100 percent of signed written complaints will have a final report issued within 60 days or within the timeline extension given for exceptional circumstances with respect to a particular complaint.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

The OPI continues to employ the Early Assistance Program to resolve controversies as quickly as possible with satisfaction from both schools and parents. Moreover, the OPI continues its use of part-time employees to provide technical assistance and act as IEP facilitators. The OPI also maintains communication with Parents, Let's Unite for Kids (PLUK) staff and the Protection and Advocacy staff. These improvement activities continue to be effective.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(3.2(a) + 3.2(b)) divided by 3.2] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	100% of due process hearings will be fully adjudicated within the 45-day timeline or properly extended timeline.

Actual Target Data for FFY 2007 (2007-2008 School Year):

The Montana OPI received one due process complaint which went to a hearing that was fully adjudicated within the timeline.

Table 17.1 below presents the target data for due process hearings fully adjudicated within the 45-day timeline or properly extended timeline for FFY 2006 (2006-2007 School Year). The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 17.1 Percent of Hearings Full Adjudicated Within Timeline for FFY 2007

Table 7, Section C	Due Process Complaints	Number
(3.2)	Hearings (fully adjudicated)	1
(a)	Decisions within timeline	1
(b)	Decisions within extended timeline	0
% = (a+b) / (3.2)	Percent of Hearings Fully Adjudicated Within Timeline	100.0%

Assessing State Progress in Meeting the FFY 2007 Performance Target

For FFY 2007 (2007-2008 School Year), there was one Due Process Hearing that was fully adjudicated. Therefore, Montana has **met** its performance target of 100 percent of due process hearings will be fully adjudicated within the 45-day timeline or properly extended timeline.

Table 17.2 Montana Performance Target Status for FFY 2007

School Year	Percent of Hearings Fully Adjudicated Within Timeline	SPP Performance Target for FFY 2007	State Performance Status
2007-2008	100.0%	100.0%	Met Target

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana continues to maintain an extremely low rate of due process hearing requests. School districts and parents are quick to seek less formal procedures to resolve disputes as amicably as possible. The OPI provides timely and effective technical assistance to schools, families and advocates.

Hearing officers continue to participate in a due process hearing officers' workgroup sponsored by the Mountain Plains Regional Resource Center (MPRRC).

When a due process hearing is scheduled, Legal Division staff ensures that timelines are met.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = (3.1(a) divided by 3.1) times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	Based on OSEP instructions, baseline or targets will not to be established if the number of resolution sessions is less than 10.

Actual Target Data for FFY 2007 (2007-2008 School Year):

Table 18.1 below presents data for hearings requests that were resolved through resolution session settlement agreements for FFY 2007 (2007-2008 School Year). The data is taken from Section C of *Table 7- Report of Dispute Resolution Under Part B, of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 18.1 Percent of Hearing Requests with Settlement Agreements for FFY 2007

Table 7, Section C	Resolution Sessions	Number
(3.1)	Resolution sessions	0
(a)	Written Settlement Agreements	0
% = (a) / (3.1)	Percent of Hearing Requests with Settlement Agreements	0.0%

The Montana Office of Public Instruction did not have any hearing requests that went to resolution sessions for FFY 2007. Guidance from OSEP indicates that states are not required to establish baseline or targets until the reporting period in which the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana continues to have very low numbers of hearing requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal hearing request. Guidance from OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as the number of resolution sessions reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines /
Resources for FFY 2007 (2007-2008 School Year):**

[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(2.1(a)(i) + 2.1(b)(i)) divided by 2.1] times 100.

FFY	Measurable and Rigorous Target
2007 (2007-2008)	OSEP guidance indicates that baseline or targets are not to be established if the number of mediations held is less than 10.

Actual Target Data for FFY 2007 (2007-2008 School Year):

The OPI conducted one mediation that resulted in a written agreement.

Table 19.1 below presents the data on mediations held that resulted in mediation agreements for FFY 2007 (2007-2008 School Year). The data is taken from Section B of *Table 7- Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act* that is attached to this document (see Appendix).

Table 19.1 Percent of Mediations Resulting in Agreements for FFY 2007

Table 7, Section B	Mediation Requests	Number
(2.1)	Mediations	1
(a)(i)	Mediation, related to Due Process, with agreements	0
(b)(i)	Mediation, not related to Due Process, with agreements	1
$\% = [(a)(i) + (b)(i)] / (2.1)$	Percent of Mediations Held Resulting in Agreements	100.0%

For FFY 2007, the OPI had a total of one mediation request, not related to due process that resulted in a written agreement. Guidance from OSEP indicate that states are not required to establish baseline or targets until the reporting period in which the number of mediations reach 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana continues to have very low numbers of mediation requests. The OPI continued to offer its Early Assistance Program to help LEAs and parents resolve disagreements prior to the filing of a formal mediation request. Guidance from OSEP indicates that baseline, targets and improvement activities do not need to be developed until such time as the number of mediations that result in agreements reaches 10 or greater. Therefore, Montana does not need to establish a baseline or targets for this indicator at this time.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):
[If applicable]

No revisions were made to the State Performance Plan.

Part B State Annual Performance Report (APR) for FFY 2007**Monitoring Priority: Effective General Supervision Part B / General Supervision**

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement: State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity; placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring error free, consistent, valid and reliable data and evidence that these standards are met).

FFY	Measurable and Rigorous Target
2007 (2007-2008)	<p>A. All reports will meet OSEP timelines 100% of the time.</p> <p>B. Reports submitted will be accurate 100% of the time</p>

Actual Target Data for FFY 2007 (2007-2008 School Year):

Montana used the Part B Indicator 20 Data Rubric to evaluate our performance in providing timely and accurate data for both the 618 data collection and APR indicators. Table 20.1 below is a summary table of the results taken from the scoring rubric. The Part B Indicator 20 Data Rubric is included with this document as part of the Appendix.

Table 20.1 Montana Score of Timely, Valid and Reliable Data for FFY 2007

APR Submission Score	618 Submission Score	Total Score	Indicator Percent
43	43	86	100.0%

Analysis of Target Data for FFY 2007 (2007-2008 School Year):

For FFY 2007, the OPI submitted 618 data on or before the due dates for child count, exiting, personnel, assessment, discipline, and dispute resolution (i.e., February 1, 2008, for child count, including educational placement and assessment; November 1, 2008, for exiting, personnel, discipline, and dispute resolution). Using the Part B Indicator 20 Data Rubric, Montana's percent for the submission of timely and accurate data is **100** percent.

All special education data collections are Web-based applications that are secure and require assigned user names and passwords to access. The electronic Web-based applications increase the

accuracy of the data collected by using built-in validation checks that make reporting inaccurate data more difficult to do. The electronic data validation checks control the values that can be placed in the fields in order to minimize data entry errors (e.g., birthdates are checked against reported setting of service codes and disability categories). In addition, manual checks are conducted to detect anomalies and any inconsistencies with the data prior to reporting. The manual validation checks include the use of year-to-year comparisons to detect increases or decreases in data of 10 percent or more (with a minimum N of 10). The OPI contacts LEAs with large changes or unusual findings to determine if errors in data collection or reporting occurred. All validation activities are documented, including any contact with LEAs or data changes for future reference. Further, procedures are in place within the data collection application to track LEA submission of the data to ensure that the data is complete and that all LEAs have submitted data by the collection due date.

The OPI provides a variety of ways for data providers to access guidance in reporting data. These include a comprehensive instruction manual for each application, on-line trainings either live or through the use of video-on-demand step-by-step training modules that walk the user through the application from beginning to end. In addition, a data dictionary containing written definitions of key terms is made available to all data providers. Further, OPI staff is available to provide assistance to LEAs throughout the reporting period.

Assessing State Progress in Meeting the FFY 2007 Performance Target

The data presented in Table 20.2 below is used to assess the state's progress in meeting its performance target for FFY 2007 (2007-2008 school year). The performance target for this indicator is twofold: a) all reports will meet OSEP timelines **100** percent of the time, and b) reports submitted will be accurate **100** percent of the time. The Part B Indicator 20 Data Rubric takes into account both timely submission and accurate data, providing a total score.

Table 20.2 Montana Performance Target Status for FFY 2007

Total Score	Indicator Percent	SPP	
		Performance Target	State Performance Status
86	100.0%	100.0%	Met Target

For FFY 2007 (2007-2008 school year), the total score for submission of timely and accurate data is **100** percent and the established target is **100** percent. Therefore, Montana **has met** its performance target for this indicator.

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007 (2007-2008 School Year):

Montana met its performance target of 100 percent for this indicator. Montana OPI staff continued their efforts to improve data collection and reporting and implemented all changes required by OSEP in its June 2007 memo.

Improvement Activities Completed:

1. All special education data collections continue to be available for electronic submittal over the Internet

The OPI continued to collect all special education data through its web-based data collection system.

2. The OPI will implement a web-based SIS, DW and SERIMS

The OPI was in its second year of implementation of the Achievement In Montana (AIM) statewide student information system. The Special Education Division staff continued to work with the vendor on the development of the special education records and information management system (SERIMS)

portion of AIM. Implementation of the SERIMS was projected to begin during the 2008-2009 school year, with full implementation achieved during 2009-2010.

3. Technical assistance and training will be provided to LEAs to ensure they understand how to submit their data

The OPI made available technical assistance documents regarding all required data submissions. These documents are available on the OPI Web site and through links located on the data entry pages of the web-based data system. Additionally, OPI Data and Accountability Unit staff were available for on-time technical assistance and to provide on-site or web-based training to LEA staff in ensuring the collection and reporting of valid and reliable data.

Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007 (2007-2008 School Year):

[If applicable]

No revisions were made to the State Performance Plan.

APPENDIX

**OVERVIEW OF MONTANA'S STATEWIDE PERFORMANCE
FOR FFY 2007**

Part B - State Performance Plan Indicators	State FY 2007	State FY 2008	State FY 2009
1 - Graduation Rates	Met	Met	Met
2 - Dropout Rates	Met	Met	Met
3A - AYP Objectives		Met	Met
3B - Participation Rates		Met	Met
3C - Proficiency Rates		Met	Met
4A - Suspension and Expulsion Rates	Met	Met	Met
4B - Suspension and Expulsion Rates by Race/Ethnicity			
5A - Served in Reg Class > 80% of the day	Met	Met	Met
5B - Served in Reg Class < 60% of the day	Met	Met	Met
5C - Served in separate schools	Met	Met	Met
6 - Preschool Settings	Met		
7 - Preschool Outcomes			
8 - Parents Report School Facilitated Involvement		Met	Met
9 - Disproportionality - Race/Ethnicity		Met	Met
10 - Disproportionality - Disability		Met	Met
11 - Evaluations within 60 Days (100%)		Not Met (83.1%)	Not Met (91.1%)
12 - Part C to Part B Transition (100%)	Met	Not Met (58%)	Not Met (71.5%)
13 - Coordinated, measurable, annual Transition Goals (100%)		Not Met (63.6%)	Not Met (62.1%)
14 - Post-school Outcomes			Met
15 - General Supervision (100%)	Not Met (97.1%)	Not Met (97.9%)	Not Met (96.6%)
16 - Resolved Written Complaints within 60 Days (100%)	Met	Met	Met
17 - Hearing Requests Adjudicated within 45 days (100%)	Met	Met	Met
18 - Resolution Session Settlement Agreements			
19 - Mediation Agreements			
20 - Timely, Valid, and Reliable Data (100%)	Met	Met	Met

**Part B – Annual Performance Report
For FFY 2007**

**MONTANA
APPENDIX B**

2008-09 Montana Parent Involvement Survey – Special Education

This is a survey for families of children receiving special education services. Your responses will help guide efforts to improve services and results for children and families. ***You may skip any item that you feel does not apply to you or your child.***

School's Effort to Partner with Parents:	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree
1. I am an equal partner with my child's teachers and other professionals in planning my child's educational program	1	2	3	4	5	6
2. At the IEP meeting, we discussed how my child would participate in statewide assessments	1	2	3	4	5	6
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.....	1	2	3	4	5	6
4. At the IEP meeting, we discussed whether my child needed services beyond the regular school year	1	2	3	4	5	6
5. My child received his/her special education services with children without disabilities to the maximum extent possible	1	2	3	4	5	6
6. I was given information about organizations that offer information and training for parents of students with disabilities.....	1	2	3	4	5	6
7. I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs	1	2	3	4	5	6
8. My child's Child Study Team (CST) report is written in terms I can understand	1	2	3	4	5	6
9. Written information I receive is written in an understandable way.....	1	2	3	4	5	6
10. Teachers are available to speak with me	1	2	3	4	5	6
11. Teachers treat me as an equal team member	1	2	3	4	5	6
12. IEP meetings are scheduled at a time and place that are convenient for me	1	2	3	4	5	6
13. My child transitioned from early intervention (Birth to 3 program) to preschool special education without a break in services	1	2	3	4	5	6
Teachers and Administrators:						
14. Seek out parent input.....	1	2	3	4	5	6
15. Show sensitivity to the needs of students with disabilities and their families	1	2	3	4	5	6
16. Encourage me to participate in the decision-making process	1	2	3	4	5	6
17. Answer any questions I have about Procedural Safeguards (parent rights)	1	2	3	4	5	6
18. Respect my cultural heritage.....	1	2	3	4	5	6
My Child's School:						
19. Has a person on staff who is available to answer questions.....	1	2	3	4	5	6
20. Communicates regularly with me regarding my child's progress on IEP goals	1	2	3	4	5	6
21. Provides information about options for services/related services that address my child's needs	1	2	3	4	5	6
22. Offers parents information/training about special education issues	1	2	3	4	5	6
23. Offers parents a variety of ways to communicate with teachers	1	2	3	4	5	6
24. Gives parents the help they may need to play an active role in their child's education.....	1	2	3	4	5	6
25. Provides information on agencies that can assist my child in the transition from school to independent adult living (school, work, etc.).....	1	2	3	4	5	6
26. Explains what options parents have if they disagree with a decision of the school.....	1	2	3	4	5	6

27. On **Dec. 1, 2007**, my child's age was: _____ Years

28. My child's race/ethnicity (*circle one*)

- | | | |
|----------------------|-------------------------------------|---------------------------------------|
| 1 White | 3 American Indian or Alaskan Native | 5 Asian |
| 2 Hispanic or Latino | 4 Black | 6 Native Hawaiian or Pacific Islander |

29. My Child's Primary Disability (*circle one*)

- | | | |
|-------------------------|--------------------------------|--|
| 1 Autism | 6 Cognitive Delay | 11 Traumatic Brain Injury |
| 2 Deaf-blindness | 7 Orthopedic Impairment | 12 Visual Impairment Including Blindness |
| 3 Deafness | 8 Other Health Impairment | 13 Development Delay |
| 4 Emotional Disturbance | 9 Specific Learning Disability | |
| 5 Hearing Impairment | 10 Speech/Language Impairment | |

**Part B – Annual Performance Report
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**MONTANA
APPENDIX C**

PART B INDICATOR 15 WORKSHEET

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
1. Percent of youth with IEPs graduating from high school with a regular diploma.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	12	15	15
2. Percent of youth with IEPs dropping out of high school.				
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.	Dispute Resolution: Complaints, Hearings	0	0	0
3. Participation and performance of children with disabilities on statewide assessments.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	2	2	2
7. Percent of preschool children with IEPs who demonstrated improved outcomes.				
	Dispute Resolution: Complaints, Hearings	0	0	0
4A. Percent of districts identified as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0

**Part B – Annual Performance Report
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**MONTANA
APPENDIX C**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
5. Percent of children with IEPs aged 6 through 21 -educational placements.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other Dispute Resolution: Complaints, Hearings	25	39	38
6. Percent of preschool children aged 3 through 5 – early childhood placement.		2	2	2
8. Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other Dispute Resolution: Complaints, Hearings	28	39	36
		0	0	0
Percent of districts with disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other Dispute Resolution: Complaints, Hearings	0	0	0
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.		0	0	0
11. Percent of children who were evaluated within 60 days of receiving parental consent for initial evaluation or, if the State establishes a timeframe within which the evaluation must be conducted, within that timeframe.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other Dispute Resolution: Complaints, Hearings	4	4	4
		0	0	0

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APPENDIX C**

Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
12. Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	0	0	0
	Dispute Resolution: Complaints, Hearings	0	0	0
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals.	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	21	24	23
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance: Accessibility of IEP Child Find Reevaluation Disability Criteria Progress Report Qualified Staff Extended School Year	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other	15	22	22
	Dispute Resolution: Complaints, Hearings	0	0	0
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			

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Indicator/Indicator Clusters	General Supervision System Components	# of LEAs Issued Findings in FFY 2006 (7/1/06 to 6/30/07)	(a) # of Findings of noncompliance identified in FFY 2006 (7/1/06 to 6/30/07)	(b) # of Findings of noncompliance from (a) for which correction was verified no later than one year from identification
Other areas of noncompliance:	Monitoring Activities: Self-Assessment/ Local APR, Data Review, Desk Audit, On-Site Visits, or Other			
	Dispute Resolution: Complaints, Hearings			
Sum the numbers down Column a and Column b			147	142
Percent of noncompliance corrected within one year of identification = (column (b) sum divided by column (a) sum) times 100.			(b) / (a) X 100 =	96.6%

**Part B – Annual Performance Report
For FFY 2007**

**MONTANA
APPENDIX D**

U.S. DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION
PROGRAMS

TABLE 7
REPORT OF DISPUTE RESOLUTION UNDER PART B, OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT
2007-08

PAGE 1 OF 1
OMB NO.: 1820-0677
FORM EXPIRES:
08/31/2009
STATE: Montana

SECTION A: Written, Signed Complaints	
(1) Written, signed complaints total	4
(1.1) Complaints with reports issued	1
(a) Reports with findings	1
(b) Reports within timeline	1
(c) Reports within extended timeline	0
(1.2) Complaints withdrawn or dismissed	3
(1.3) Complaints pending	0
(a) Complaints pending a due process hearing	0
SECTION B: Mediation Requests	
(2) Mediation requests total	1
(2.1) Mediations held	1
(a) Mediations held related to due process complaints	0
(i) Mediation agreements	0
(b) Mediations held not related to due process complaints	1
(i) Mediation agreements	1
(2.2) Mediations not held (including pending)	0
SECTION C: Due Process Complaints	
(3) Due process complaints total	1
(3.1) Resolution meetings	0
(a) Written settlement agreements	0
(3.2) Hearings (fully adjudicated)	1
(a) Decisions within timeline (include expedited)	1
(b) Decisions within extended timeline	0
(3.3) Resolved without a hearing	0
SECTION D: Expedited Due Process Complaints (Related to Disciplinary Decision)	
(4) Expedited due process complaints total	0
(4.1) Resolution meetings	0
(a) Written settlement agreements	0
(4.2) Expedited hearings (fully adjudicated)	0
(a) Change of placement ordered	0

Part B Indicator 20 Data Rubric

Part B Indicator 20 - SPP/APR Data			
APR Indicator	Valid and reliable	Correct calculation	Total
1	1		1
2	1		1
3A	1	1	2
3B	1	1	2
3C	1	1	2
4A	1	1	2
5	1	1	2
7	1	1	2
8	1	1	2
9	1	1	2
10	1	1	2
11	1	1	2
12	1	1	2
13	1	1	2
14	1	1	2
15	1	1	2
16	1	1	2
17	1	1	2
18	1	1	2
19	1	1	2
		Subtotal	38
APR Score Calculation	Timely Submission Points (5 pts for submission of APR/SPP by February 2, 2009)		5
	Grand Total		43

Part B Indicator 20 - 618 Data					
Table	Timely	Complete Data	Passed Edit Check	Responded to Date Note Requests	Total
Table 1 – Child Count Due Date: 2/1/08	1	1	1	1	4
Table 2 – Personnel Due Date: 11/1/08	1	1	1	N/A	3
Table 3 – Ed. Environments Due Date: 2/1/08	1	1	1	1	4
Table 4 – Exiting Due Date: 11/1/08	1	1	1	N/A	3
Table 5 – Discipline Due Date: 11/1/08	1	1	1	N/A	3
Table 6 – State Assessment Due Date: 2/1/09	1	1	1	N/A	3
Table 7 – Dispute Resolution Due Date: 11/1/08	1	1	1	N/A	3
				Subtotal	23
			Weighted Total (subtotal X 1.87; round ≤.49 down and ≥ .50 up to whole number)		43
Indicator #20 Calculation					
			A. APR Total	43	43
			B. 618 Total	43	43
			C. Grand Total	86	86
Percent of timely and accurate data = (C divided by 86 times 100)			(C) / (86) X 100 =		100.0%